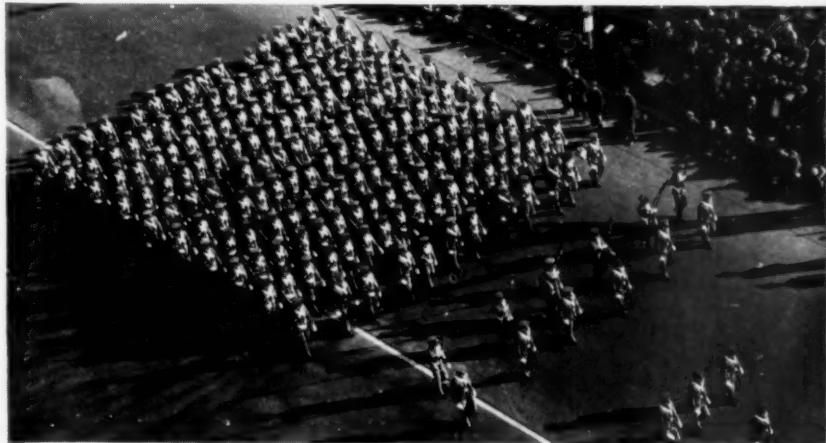


School Activities

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SAY CAN YOU SEE

OCTOBER, 1949



Cadets Corps—of John Marshall High School, Richmond, Va.—
At Inauguration of President Truman

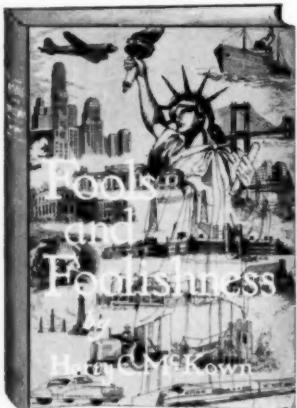


Choral Group—High School, Suffolk, Virginia

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that will kindle the enthusiasm of young people—that will supply material for scores of inspirational talks by men and women who work with youth.



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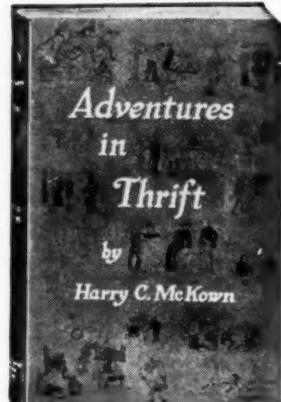
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As the Editor Sees It



We know of a high school which, although it has had no previous experience with the home room plan, has just incorporated a full-hour daily home room period. We didn't like to be discouraging, but we prophesy failure—with the usual "We tried -the -home -room -plan -and -it -won't -work" evaluation later. And such failure will handicap homerooming in this school for a decade or two.

A better way to begin is to schedule a short period (admittedly difficult; perhaps that is why full periods are scheduled), say fifteen or twenty minutes once a week, and when that is handled successfully, grow gradually into a plan which incorporates longer periods, and more periods per week. How long these longer periods? Oh, perhaps half an hour, maybe three quarters. How many these "more" periods per week? Oh, perhaps three, maybe four, or even five.

Long periods are always dangerous because of the difficulty of attractive and helpful programming, and the normal restlessness of high school students. And using part of these important periods for the old crutch—studying lessons—is a prostitution of the home room idea.

Another stupid practice that has harmed and is harming the home room is that of assigning every teacher as a sponsor. It would be just as logical to assign every teacher as a basketball coach or newspaper sponsor. Some administrators talk loudly about individual differences as these relate to students, and then violate sound principles when making home room sponsor assignments.

Teachers who are successful and competent can sponsor several home rooms, with a corresponding lightened teaching load. Teachers who are unsuccessful and incompetent should not sponsor a single one.

The home room is the best guidance setting in the whole school, too vital to be planned, organized, and programmed unintelligently.

According to a recent illustrated magazine article a certain city, whose munici-

pal services were at low ebb due to lack of tax revenue, installed slot machines at numerous places and collected the "take". As a result, new buildings and equipment, and improved services appeared immediately.

Obviously, municipal financial support did increase. However, we wonder if there will not come a corresponding decrease in the moral tone of the community. Frankly, we should not want to accept the responsibility for encouraging young people to gamble—in violation of good common horse sense as well as laws to be found in several states and in many communities.

Another sordid school picture in the newspapers, a picture composed of such elements as a successful basketball team (in number of games won), the usual community demand (from the town "sportsmen") for more championships, a fired coach who won't stay fired, a succession of administrative officers and school board members, public petitions and counter-petitions, public protest meetings, bitter feelings, and a demoralized (educationally) community. And as always, the young folks of the community suffer most. Champions may be necessary, but often they are hard to live with.

Our September editorial on the handbook brought this question from a reader—"Our high school has only 150 students. Should it have a handbook?" Most assuredly!

Every school, irrespective of its size, has traditions, regulations, established procedures, curricular and extracurricular opportunities, etc., and these can be presented interestingly, clearly, and authentically through the handbook. Such a publication will not only help to orient the new student but also keep him oriented as he progresses upward.

An inexpensive mimeographed booklet, half-page size is satisfactory for the smaller school. It will serve the same purpose as the multi-page printed handbook of the larger school.

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An Evaluation Blank

Quite frequently students and teachers are in need of a scheme to help them evaluate a school activity. In this article is given a blank which can be used in evaluating a debate, speaking contest, music contest, dramatic numbers, and other activities. Perhaps the F.F.A. Club is seeking to select an outstanding speaker or team from among its numbers which could be pitted against other teams. Frequently public speaking clubs, business clubs, student councils, are in search of a

ADOLPH UNRUH

Department of Education

Washington University, St. Louis, Mo.

quick easy method for judging or evaluating debates or public speaking. The evaluation blank given here is useful in just such cases. It was developed by the writer for use in evaluating debates sponsored by business groups, institutes, lay and civic groups.

The rating blank lists ten qualities:

EVALUATION BLANK

AFFIRMATIVE					Qualities					NEGATIVE														
Constructive Rating					Rebuttal Rating					FIRST SPEAKER					Constructive Rating					Rebuttal Rating				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
INDIVIDUAL																								
.	Poise	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Pronunciation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Delivery	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Audience report	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Effectiveness	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TECHNIQUES																								
.	Problem well stated	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Analysis of problem	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Organization; logic	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Evidence in support	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Refutation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TOTALS																								
SECOND SPEAKER																								
INDIVIDUAL																								
.	Poise	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Pronunciation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Delivery	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Audience report	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Effectiveness	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TECHNIQUES																								
.	Problem well stated	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Analysis of problem	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Organization; logic	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Evidence in support	.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	Refutation	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TOTALS																								
TEAM TOTALS																								

TEAM WORK

	Rating				
	Affirmative			Negative	
	1	2	3	4	5
The case was well developed
Aggressiveness; attack
Refutation; clash
Documentation; evidence
Planning; strategy

TEAM TOTALS

five of an individual personal nature, and five referring to techniques of debating. By using ten points one can easily make his computations before the speaker finishes and the next speaker begins. Ten points is enough to cover the performance quite well. In the event averages are desired, ten points make it possible to compute averages by simply inserting a decimal point. If, for example, one wishes to indicate the weak or strong points of a speaker, he can do so by comparing any points against the average for that speaker.

Five degrees of performance are possible on this blank. The scorer need only circle the point under the proper degree or value he wishes to assign to the speaker on that point. One can use the first speaker on that point. One can use the first speaker as a point of departure, or orientation. He can judge others as better or poorer than the first speaker. The points can be quickly added and a score assigned to each speaker. The lowest possible score is ten, and highest possible, fifty. If a broader range is desired one can use the figures 1, 3, 5, 7, 9, and assign values accordingly. Individual team totals can be computed readily.

A supplementary section on team work will help to substantiate the evaluator's opinion. If totals here agree with the totals on the individual score sheet with reference to winning and losing, then the evaluation is probably as well done as is possible.

This blank has several advantages. For example, it shows the work of all the debaters at a glance. Each speaker can be compared with other speakers; one team compared with another. This is essential in making judgments. The whole story is before the person making the evaluation. The blank is arranged so that its administration is very simple, effective and effi-

cient. It is very easily used. The blank provides a double check on the teams by providing total team scores in two ways. The scorer weighs judgments against judgments and is more likely to come up with something fair for the speakers. Finally, the blank is flexible. Any item can be inserted; or substituted; it can be made to accomodate several more speakers with but slight modification. Musicians can insert musical terms; drama clubs may insert terminology used by them; and in like manner many clubs and organizations can make use of the blank.

International Football Games: A governmental group in Mexico has been attempting to arrange football games between a group in Mexico City and high school teams in the states. When this promotion was first started, Enrique Mathey V. was informed that while it might be possible to sanction certain games in nearby states, he should refrain from soliciting schools in more distant states. Also, no contract should be entered into with any school until the matter has been presented to the school's state high school office for possible sanction.

Despite these requests, schools in all parts of the United States have been solicited. In several cases, arrangements were well advanced before the matter was accidentally brought to the attention of the state high school office. In practically every case the state association has not desired to have such games sanctioned. The sanctioning of a long trip by the Mexican high school would almost invariably lead to pressures in the direction of having the high school in the states return the game at some future time. Requests for sanction have been refused for states as widely separated as California, New Jersey and Florida. The solicitation of games continues.—*Ohio High School Athlete*

Values in School Press Creative-Writing Contests

CREATIVE writing for high school students has been consistently fostered through the annual contest conducted on a nation-wide scale by the "Big Three" among the student-press organizations: The Columbia Scholastic Press Association, The National Scholastic Press Association, and Quill and Scroll. The totals in numbers and accomplishments have been assuming impressive proportions with the passing years. This trend, despite the declining number of literary publications sponsored by the schools, and the emphasis upon news writing rather than purely literary work, serves as a definite source of encouragement to the teachers and pupils who look forward to the emergence of a new "school" traceable directly to these sources.

Although the instructional services of the school press extend over a great area, educational systems have been far too reluctant to admit it into the sacred confines of the curriculum. The main step forward has been its fairly general recognition as an *allied-curricular* activity. But the onus of the term "extra-curricular" still clings to the enterprise in too many localities. Too many educators have failed to observe the nature and scope of its contributions to student development, to the school, and to the community. The student who does an honest job on his school publication, and can grasp its import, receives benefits of immeasurable proportions.

As in the case of the curriculum, so is it true of the average high-school student: the deeper and more enduring values, if they are thought of at all, are often given second or lower place. Whatever he wants, or whatever he thinks he ought to do at the moment, takes precedence over the long-range view. Expediency rather than policy prevails.

Few subjects or areas within the whole curriculum pattern were originally introduced or ultimately recognized as being "important" for their character-building or citizen-building potentialities. This has been and still is only too true with respect to English studies and experiences.

LAMBERT GREENAWALT

*Chairman for Standards and Judging,
Columbia Scholastic Press Association;
Curriculum Director, William Penn Senior
High School, York, Pennsylvania*

What shall we read, and how much: titles, authors, pages? What "kind" of grammar; how much grammar; and—method, strategy, tricks of the trade? What shall we write or speak *about*? How many *words*? —And the basic fact is overlooked: words are symbols of *ideas*. They are intended to transmit feeling, fact, interpretation, challenge, inspiration.

The two-way communication track is deeply involved. Will that which we say or write convey something, "do something" to our audiences or readers? Idea, plus intelligibility, should bring reaction in kind. Then *interplay* occurs—even though the reader, for instance, is sitting in his easy chair thousands of miles away from the author, or long after the death of the latter.

That which commonly passes for writing is one thing; creative writing is something else. A purely factual report can be just a report and nothing more. But when "dressed up," presented in a manner other than the stereotyped or catalog style, a breath of life permeates the whole; and even statistics (unless the report must be formal, on a prescribed pattern) can be made vitally interesting. If a student should ask me "How?", I would suggest, as a beginning, at least one method that should have been obvious to him: conversational treatment.

So the writer himself must first react very definitely to his theme, sources, subject matter, before he can expect to set up a creative plan within which to present a creative product. And he must continually consider his audience in his plans.

But students must be warned against tense efforts to write about "something different," for it "hath been known" already. Probably there is not even one slant on life that can be truthfully called new or different. The only solution lies in the

struggle to produce that which may be at least off the beaten path. And he who has read most widely will most quickly sense the probable extent to which his product is "original" in its modification, its unusual application of, or setting for an old idea; or in its style, cadence, diction, choice of words, *et al.* Above all, creative writing worthy of the name, by and through the experience the writer gains, and as a result of the total effect of its impact upon the reader, frequently stimulates further creative thinking. A chain-reaction may follow, leading toward newer and broadened horizons, often unnumbered and, perhaps, often unproclaimed or unrecorded. But some tangible outcomes are sure to accrue.

Any kind of contest is a new stimulus to those interested in the nature of the work involved and who believe it would be worth their time and effort to participate. This is true especially when potential entrants have full confidence in the individuals or groups who sponsor the contests.

Within the past quarter-century, such confidence has been rightfully earned by the three largest school press associations. They provide, in addition to a new stimulus, direction and technical instruction for many thousands of student writers and publishers throughout the United States and beyond. And these organizations have been ever alert to discover the best work in all areas of journalistic and literary endeavor.

In connection with the observance of its twenty-fifth Anniversary year, the Columbia Scholastic Press Association, which for a number of years has conducted an annual contest, in conjunction with the celebrated Writers Club of the University, is tracing the careers of the young men and women who have been awarded annually the bronze medals for their work in poetry, features and the short story. Some of these young writers have entered the professional literary field. The majority of them have been absorbed by other activities. In any case, the survey, when completed, should serve as an indication of what can be done through these annual opportunities, and as a guidepost to their development and future expansion. Information that may help make that report possible will be welcomed by Dr. Joseph M. Murphy, Director, at Fayerweath-

er Hall, Columbia University.

Each of the Big Three includes in its program some specific channel through which budding writers of creative work may achieve recognition. And such outlets exert no mean educative influence, for those organizations represent and work with some 25,000 school publications in this country. Indeed, the tremendous scope of school press work is unique here, offering significant advantages peculiar to the field. In most of the other countries, school publications are virtually unknown. Strangely enough, England has very few and regards them as being of little importance.

To the students concerned, the chief values in producing and submitting work in school press creative-writing contests derive from the fundamental principles set forth in the opening paragraphs of this article. In general, the *intrinsic* values are the intangibles; but production techniques and skills are closely associated with the intangibles. At any rate, whether they enter literary contests or not, students should be taught constantly to keep before them the practical and the technical aims of good writing: all of the elements involved in such work as a craft—if not as an art.

By its very nature, writing is an activity which can not always be motivated from within. And, when the external motivation originates in legitimate contests, such as those conducted by the large school press organizations, the prospective entrant need not be retarded by doubting the fairness of the judging system. Hence, by thinking about how he might participate, and by finally producing a piece of creative-writing as an entree, the contestant widely increases the scope of his competitive field. This fact has high value in that he is no longer isolated as before, even if his "creation" receives no recognition whatsoever. And the fact spurs him to greater than normal effort. Retarding influences and laxity give way to acceleration and a desire to acquit himself as well as possible in the face of the broader challenge.

Besides, the hope for fame that accompanies the effort is natural and not to be condemned, especially in the case of the adolescent; for in him the *ego* is always strong. Many of the best student writers

(Please turn to page 64)

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Change of Town Offices Day

CHANGE of the Town Offices" is a program sponsored by the P.A.D. classes of Pompton Lakes High School. The purpose of this program is to give to the students, in a realistic and practical manner, an idea of political and civic responsibilities.

The program originates three weeks before the date set by the local Town Council. The students organize themselves into political parties. Campaign methods are taught in class and are carried over into actual campaigning by the students. The campaigning usually is done by posters, speeches, and personal contacts.

The public address system of the school is placed at the disposal of the parties. Party songs are written; speeches are made; slogans are presented.

The students meet at night, weeks in advance, and plan their campaign carefully. Long hours and hard work result in, and culminate in, an assembly program on the day of the election.

Both parties prepare a program comparable to that of the national convention of our political parties. Each party is introduced to the student body; then, candidates make speeches to convince their constituents of their abilities for the positions they seek. Party platforms are presented which deal with matters that represent the general wishes and desires of the student body.

After the assembly program, the entire student body, faculty, and administration vote. The gymnasium is set up as a polling station. Portable booths are borrowed from the town; students make up the election board, and there are party watchers from each party.

By the end of the day, the election is over and the votes counted. Results are broadcast to the entire school.

There were two political parties in last year's Change of Town Offices—the Independent Party and the 49'ers. Each party platform is shown below:

PLATFORMS

49'rs

1. Soap for Girl's Room.
2. Fence around outdoor basketball court.
3. Bleachers for the field.

DONALD H. YOTT

*Social Studies Instructor,
High School,
Pompton Lakes, New Jersey*

4. New scoreboard for the field.
5. New scoreboard for the gym.
6. Glass backboards in the gym.
7. Field house at Hershfield Park.
8. Girls' basketball league.
9. Baseball on Saturdays.
10. Letters for the Jay-Vee's.
11. Portable bleachers for the gym.
12. Costume room.
13. Sound proof the gym.
14. Cinder track.
15. Trophy case.
16. Paint tower.

Independent

1. Wire screens around basketball courts.
2. Air-wick in girls, boys and teachers room.
3. Loud speakers in the locker rooms.
4. Advancement Day—1949 - 1950—one day.
5. Portable ceiling for the gym.
6. Trophy for noontime basketball.
7. Student council office.
8. Fountain in the gym.
9. More leg room on the Wayne busses.
10. Backstop for softball.
11. Soundproof the gym.
12. Cheerleaders uniforms.
13. Extra Credit as stated on report cards.
14. Specified test days used.
15. Duel control car.
16. Establish a wrestling team.
17. Student parking lot.
18. Parking meters for the main street.
19. New floats and repairs for the parks.
20. Parking on one side of street in front of school.
21. Construction of exit to municipal parking lot.

The successful candidates meet and are given instructions for the represented jobs. The Town Council is broken down into its departments; each council member is put in charge of one department and is made responsible for all suggestions and problems of his department. The Town Council has a preliminary meeting with the Boro Clerk, and he instructs the

members as to the procedure used in the council meetings. The Junior Town Council is then taken to lunch by the Senior Council.

In the afternoon, the Junior Town Council holds a council meeting. Members of the P. A. D. classes are brought to the Municipal Building to observe.

In the evening, the Senior and Junior Town Council meet. The Senior Council conducts its business along with that of the Junior Council. Each Junior Council member sits with the Senior Council member who is that committee member in charge of the district to which the junior member has been assigned.

The junior members of the Board of Education meet with the Senior Board of Education members and conduct a meeting, where, as in the Town Council, the junior members are responsible for a given department and work in close coordination with the senior members.

Students who run for fire chief, police chief, and boro nurse report to these positions and assume these duties for the day. The student fire chief actually has conducted a rehearsal for the community volunteer firemen. His duties keep him from 8:00 a. m. to 10:30 p. m. During this time, he is in complete charge, with supervision of the local fire department.

The student police chief goes to the scene of accidents, supervises the department, regulates traffic, etc. The Boro Nurse goes over local health reports, makes recommendations, attends to patients for minor first aid.

During the day of the Change of the Town Offices, students always take over the school. They teach the classes; they become the principal, school clerk, school nurse, registrar, deans, coaches, etc. They carry on the duties of the administration even to the extent of conducting fire drills. The student deans conduct student conferences, give detention, discipline the wayward of the day. This is accomplished in all seriousness.

Through these experiences, the student gains a valuable insight into the machinations of school organization and function; he becomes better acquainted with the problems with which the faculty has to cope. Through this, he understands better the teacher's position in regard to discipline, to rules and regulations, and to the complexity of instructing the students.

The Aftermath is Divided into Three Parts

ESTELLA KYNE, *Latin Instructor and National Chairman of the Junior Classical League, Wenatchee High School, Wenatchee, Wash.*

EVERY year the local SPQR club, which is a chapter of the Junior Classical League, concludes with a Roman Banquet. This is held at noon, so that more students can attend. Food served corresponds to that of the Romans as much as possible. One part of the program is a parody on the opening lines of Caesar. All members of the Caesar classes write a parody. The one considered best by the club committee is given, memorized, at the banquet. Cleanup (given by Ethel Mae Nygard) was the subject used last year.

The Cleanup

The cleanup after a Roman banquet, as a whole, is divided into three parts; one part is returning the dishes, another is sweeping the floor, the third is washing the wine glasses, which means to the Fourth Period no advance assignment. All of these differ from one another in location, time, and equipment. The library door divides washing the wine glasses from sweeping the floor, the hall and cafeteria from returning the dishes.

Of all these, the boys who return the dishes are the bravest because they are often farthest from the civilization and modern conveniences and most often do friends avoid them, who might assist them in that which they are striving to complete; besides they are nearest to those students who run down the hall with whom they are continually bumping.

For the same reason, the girl who washes the wine glasses excels the remaining helpers in courage because she either has no fear of dropping the dishes through clumsiness or because she gets talking.

Of these jobs, one part, which is returning the dishes, begins after the banquet; it is surrounded by the club officers, the tribesmen, and Miss Latin Teacher at the door; it extends on the side of the hall and

(Please turn to page 51)

Work between the Covers of a Yearbook

Organization and printing of a high school yearbook includes much work, loads of originality, and cooperation and willingness on the part of the student to carry out a worthwhile project. In brief, here's how we do ours.

In our junior year we are asked to sign up (if interested) for the "Yearbook Planning Committee." Then the staff of the book for the current year selects six of these students to make up the Committee, whose duty it is to learn as much as possible about the work of putting out a yearbook. They do odd jobs for the regular members of the staff—helping the current staff and also getting an idea themselves of the task ahead of them.

We also from time to time, at the end of our junior year and at the beginning of our senior year, fill out questionnaires made up by the Planning Committee. No one is compelled to fill out these questionnaires, but by the results the committee can tell what future seniors will make good staff members. We even go so far as to ask students what position they would like to hold on the staff and to see if they have any originality to plan a page of the yearbook. Things like this reflect the interests of the student and give an idea of who would make a good member of the staff and the position that he, or she, can fill.

The adult advisor, teacher, selects the editor, since he, or she, will have to be constantly working with that person. The new editor selects the managers of the various positions involved in the production. The managers are picked not because they are popular but because of their certain abilities (accuracy, promptness, originality, neatness, willingness, etc.) Then in turn the managers select those whom they would like to have on their staffs, considering the abilities of the students and the results of the questionnaires compiled by the Planning Committee. These selections must be approved by the editor and the advisor, to make sure that the choices are made wisely. This is the best method we have yet discovered on "How to Select a Staff"; we

DOROTHY RIEDER

*Circulation Manager of '49 Yearbook,
High School, Jamesburg, New Jersey*

think it is good.

At the beginning of our senior term, the yearbook layout must be completed by the Planning Committee. Two copies of the layout are needed—one for the printer and one for the staff. The sizes, shapes, and the placing of the pictures must be correct in this layout. This takes hours of careful, accurate, original thinking and planning.

After the layout is finished, many other situations and problems arise. Schedules must be made up in detail as to when, where, and how every picture in the yearbook is to be taken. The professional photographer (our student photographer takes some of the informal pictures) needs some of the staff to assist him in securing the students necessary for the pictures at the right time, to help get them posed, and to fill out or check any necessary questionnaires or schedules. It is important to be accurate and neat in filling out these various blanks. It is wise to have some competent commercial students on the staff, especially on the business angle of the yearbook. Academic students do well on the literary staff, and students interested in photography do well in organizing and cropping the pictures. Every type of student should be represented on the staff, so that your yearbook ideas represent the choice of the majority of the senior class. Since the staff is selected to represent the seniors, every issue need not be decided by the entire class; but the staff itself may act on the name of the class, and only when they feel it necessary refer it to the senior class as a whole.

When the pictures are taken and returned to us from the photographer, they must be cropped (that is ruled with pencil in whatever size or shape we desire). These pictures must also be identified as to persons and activities. A special committee is appointed to carry out this job and when they are finished, the pictures are sent to the printer. Approximately four

months must be allowed for the printing of the yearbook. This means that all yearbook material must be in by February in order to receive the books early in June.

Every year, we enter our yearbook in the Columbia Scholastic Contest. Last year's book was given third prize. The

judges send us a score sheet telling us what they think is creditable about the book, also points that could be added or improved upon. A senior is appointed to go over this score sheet to make sure that we do not repeat previous dislikings of the judges. We are out to win a prize as well as to gain educative experience.

The Play Is the Thing

THIS article is not meant to be a review of the recent Broadway hit. Perish the thought! I could never aspire to the "Brooks Atkinson," "Burns Mantle" heights.

This composition concerns the choosing of a play. It is my purpose to present certain facts about the biggest responsibility faced by a high school teacher who is to serve as director of the drama.

I can visualize those of my readers who have never had this responsibility saying, "I'll skip this one. It is of no interest to me." On the contrary, I hope to prove that when we talk about choosing a play, no one is excepted. As a director you are spending more money to produce a play today than ever before. As a "play-goer" you are being charged more for your ticket to see the performance. Inflation has left its mark on "show business" as well as on all of our life. There was a time when the thought of the play itself for presentation was of little importance. In the beginning, the giving of the play was justified solely on the basis of its value in raising funds for school purposes. "We need some money; let's give a play" was a commonly heard expression the country over. This sounded logical enough because the proceeds from a play is one of the best sources of revenue in the entire school program.

When all had voted "aye," which was generally every time, and permission had been granted from the "powers that be" for the giving of the presentation, the next step was the choosing of the play. Since the initial plan centered around a money-making device, it was pertinent that the play be a means to that end. This was accomplished by studiously pouring over numerous play catalogues for the script with the most characters and the

JANE I. MORAN

*Director of Dramatics
Cochran Junior High School
Johnstown, Pennsylvania*

least amount of royalty. A good non-royalty play was a godsend.

The type of play was next on the agenda. "That many schools have not as yet appreciated their responsibility in this connection is evidenced by the large number of low-grade farces, slapstick, and similar productions that are staged by high school organizations."¹ The promise of a riotous evening anticipated by the patrons, regardless of the poor quality of the play presented, seemed to be a criterion of a sure-fire success.

These methods seemed reasonable. The using of more pupils meant the selling of more tickets, especially when you considered their mothers, and their fathers, and their sisters, and their cousins, and their aunts. Then, too, conscience was salved by this democratic gesture.

So with the S. R. O. sign assured by such a stupendous cast and little or no royalty for the poor struggling playwright, not forgetting the slapstick humor, the box office receipts would be very profitable, and we were well along "The Great White Way."

While I am critical of these methods I am not entirely unsympathetic with them. I realize the importance of a large audience. It is gratifying to the director, after weeks of difficult preparation, to witness a full house, and the psychological effect it has upon the actors does much towards the success of the play. This should not be attained, however, by sacrificing the qual-

¹McKown, Harry C. *Extra-Curricular Activities*, p. 200. The Macmillan Company, New York, 1937.

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The "democratic gesture" as a principle used in our public school system of education cannot be overlooked. It is a good thing to give each pupil a chance to expose his hidden talents. This, however, does not have to be accomplished in a one-night play performance.

It is not my purpose to berate non-royalty plays. Not all royalty plays are the best plays or non-royalty plays the poorest. Most high schools are widely known to have small budgets, but this should not be a reason for the directors' choosing poor quality plays.

In regard to slapstick comedy and low grade farces, it is well to remember that "The artistry of the average farce rests with the writer and not the actor. Plays of a higher grade might not provoke as much laughter but would represent deeper emotions, require more from the actors, and represent educational experiences more profitable to the audience."

Before I conclude this article I would like to insert a composition that was written for a Dramatics Class assignment. This was prepared by a tenth grade pupil of junior high school level. It is his interpretation of Shakespeare's quotation, "The Play Is The Thing."

THE PLAY'S THE THING

By James Freidhoff

The immortal William Shakespeare, responsible for many great accomplishments, is also responsible for the title of my theme. Mr. Shakespeare was absolutely right! A great many theatre-goers and dramatic critics would do well to remember this. At times, the drama found by some is in the attendance and not in the play. The purpose of a play is to entertain or, sometimes, to present a message. These purposes cannot be carried out when a play becomes a purely social event. To interpret The Bard's statement we must see what we expect in a "good" play. This, of course, cannot be fully covered. Different persons want and expect different things. I want to see a play that will grip my emotions to the extent that I lose all sense of reality except that which exists in the action of the play. We cannot judge the play by the individual reaction though. Some persons are sensitive to the point that they are affected by every emotion, every movement

and thought enacted on the stage. Other persons are unmoved by a tense, exciting climax that stirs the sensitive ones to outward expression of their feelings. So, as I see it, we must have something with which we may gauge the performance. This is what I think:

The play should be capable of lifting the audience to a high level, not a play to equal the level of the audience. Herein, I believe, lies the point of Mr. Shakespeare's statement.

Of course, to accomplish this, the play must be powerful. It must contain all the attributes of a good play—which I am not qualified to dwell upon. The play must be of noble bearing even if it deals with the most humble of subjects.

All of the attributes add up to one thing. The actors, the set, and the audience alone are unimportant. They make up the one thing, a living, breathing god which is all important—the play. And after all, as Mr. Shakespeare said, the *play* is the thing!

How can the high school director make the first move to change poor methods used for the choosing of the play?

First, he must be willing and interested in the promotion and advancement of educational dramatics. Second, he must prove his point to his administrators, his colleagues, and pupils. Last, but not least, he must educate the audience to appreciate higher standards of dramatic excellence. It is time to revise poor methods. The competition of radio and television necessitates this action. "The high school theatre must lead the way. A healthy education theatre situation will then be opened up for the publisher, the playwright and director, the students and the communities which they serve."

Roach, Bruce. "High School Theater." *Player's Magazine*, Vol. 25, No. 3, December, 1948.

The Aftermath is Divided Into Three Parts

(Continued from page 48)

cafeteria; it faces toward a fourth period recitation somewhere.

Sweeping the floor starts at the far corner of the library; it extends to the upper part of the room; it faces tired feet and calloused.

Washing the wine glasses extends from 12:30 to the dish pan and soap suds which reach to the elbows; it results in dish-pan hands.

²McKown, Harry C. *Extra-Curricular Activities*, p. 200. The Macmillan Company, New York, 1937.

The High School Debate Topic

ELECTING THE PRESIDENT BY THE DIRECT VOTE OF THE PEOPLE

RESOLVED: That the President of the United States should be elected by the direct vote of the people. (people)

Throughout the years the framers of the national high school debate topics have made a conscientious effort to select a subject that will interest students of secondary school age. This, however, cannot be the only criterion of a successful subject. The question that is to be discussed by debaters in the high schools of the country must also be of enough significance that it merits the great amount of time that is given to the study of debate topic. Sometimes a question of international importance is selected, like the problem of forming a World Government that was discussed last year. At other times a national problem such as Socialized Medicine is selected. This year the method of selecting the President of the United States shows the return to a discussion of a topic of purely national importance.

At the very beginning of this season the debater will realize that this topic differs from many questions that we have studied in the past. It has always been a criterion for selecting debate subjects that the topic should be of such timely interest that it will be a problem that is confronting the American people at the moment and thus there will be much discussion of the topic in the magazines and newspapers of the nation throughout the season. This year's topic is not a burning issue with the American people. In fact, there is little popular interest in the proposal. True, certain political analysts and college professors have been discussing this problem, but the general public has not been aroused to the need for a change in the system of electing our Presidents.

Since there is little popular interest in the debate topic that is being discussed this year, the debater can expect to get little if any help from reading current newspapers and magazines. It is really doubtful if more than a half dozen articles will be published on this subject between the time this article is issued and the end of the debate season. Unless there is a

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Coach of Debate

MacMurray College

Jacksonville, Illinois

great arousal of interest by the public in this problem, the debater can expect to get little material of a current nature.

Since we have mentioned that there will be little late material upon this question of electing the President of the United States by the direct vote of the people, we must then investigate to see just how many articles have been published upon this topic in the past. Again we must report that very little is to be found. In fact, in compiling a handbook on this subject the author of this article found it necessary to go back to 1900 to gather materials. Even then the bibliography for the handbook was not voluminous.

Realizing that there is little chance to obtain much current material on this topic and that the existing material is very meager, the debater may wonder if there is any interest in the question on the part of the people or government officials. It can be said that since 1933 there has been an active interest in Congress in making a change in the method of electing the President. While the proposals that have been given consideration have not been exactly the same as the affirmative is defending, they do indicate that the leaders of this nation are fearful of a serious miscarriage of the popular will in the election of the President at some future date.

Before the affirmative debater can really show a need for the plan that has been proposed for electing the President, it will be necessary to explain just how the present electoral college system of electing the President might result in allowing a candidate with the largest number of popular votes to actually lose the election in the Electoral College. In fact this has happened twice: in 1876 when Hayes was elected President over Tilden, even though Tilden had a majority of 250,000 in popular votes. The same thing happened again in 1888 when Harrison won in the Elec-

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toral College, even though Cleveland had a popular majority of 100,000.

We have had several near misses since 1900. In the election of 1916 a shift of less than 4,000 votes in California would have made Hughes the President of the United States, even though Wilson would have been the popular winner by over 600,000 votes. In 1948, a shift of 29,000 votes in California, Ohio and Illinois would have sent Dewey to the White House while Truman would still have been the popular winner by over three million votes.

WHY THE AFFIRMATIVE PROPOSAL

If there appears to be no great national interest in the proposal of the affirmative, why then are the high schools of the nation debating this subject? We might answer this by pointing out that in spite of the lack of a popular interest, this question is still a very vital one to the American people. Because of our present system of electing the President, certain controls over this important office have developed that many people feel are detrimental to the well-being of the nation. Some of these weaknesses that the affirmative debaters will maintain need correcting are:

-1- THE ELECTORAL COLLEGE DOES NOT WORK AS ORIGINALLY PLANNED. When the Constitution was framed, it was supposed that the States would elect their Electors and that these Electors would cast their ballots of the man they thought best qualified. This plan worked in only three elections. With the formation of national parties, Electors were pledged to vote for the candidates of their party. This has been the custom for one hundred and fifty years. Only twice in that period has an Elector voted for a candidate other than the selection of his party, and in both cases their votes were not crucial in changing the outcome of the election. The affirmative feels that the Electoral College system no longer operates as it was planned and so is a needless expense to the government.

-2- THERE IS DANGER THAT AN ELECTION MIGHT BE THROWN INTO THE HOUSE OF REPRESENTATIVES. This would take the power of selecting the President away from the people and place it in the hands of 531 men. It is conceivable that the House might not select the man with the largest popular vote. In 1824, Adams was elected by the House, even though Jackson had a clear

popular majority. In 1800, Jefferson was the popular choice, but it took a number of votes before Jefferson was elected by the House. Many people feel that the House of Representatives should not have the power to elect the President, since such an election would place the President in a position where he would be indebted to the House. Direct election of the President would always produce a President, and so the House would never have to determine who would be President.

-3- UNDER THE ELECTORAL COLLEGE SYSTEM PRACTICALLY ALL OF THE CANDIDATES FOR PRESIDENT COME FROM THE STATES NORTH OF THE OHIO AND EAST OF THE MISSISSIPPI RIVERS. An examination of the candidates since 1880 will indicate that most of them came from this area. This is true because a candidate must win a majority of the electoral votes of these States in order to win the election. The control of these populous States over the election is so great that neither party can risk running a candidate from another State because this candidate will not be able to win the electoral votes of the most populous States.

-4- THE ELECTORAL COLLEGE SYSTEM CREATES THE "UNIT VOTE" SYSTEM UNDER WHICH THE CANDIDATE WHO GETS THE LARGEST NUMBER OF POPULAR VOTES IN A STATE GETS ALL OF THAT STATE'S ELECTORAL VOTES. Thus Dewey got all 47 of New York's electoral votes in 1948 with a popular vote of 2,828,000, while Truman got no electoral votes with a popular vote of 2,781,000. In the States of California, Illinois and Ohio, in the same election, Dewey got 62,000 fewer popular votes than Truman, but got none of the electoral votes.

Many people feel that this system takes away the right of the citizen to vote who lives in a State where one party is dominant in most elections. In the South, for example, it is useless for a Republican to vote in an election, since he knows that all of the electoral votes of the State will go to the Democrat candidate.

-5- THE PRESENT SYSTEM OF ELECTING THE PRESIDENT GIVES A DISPROPORTIONATE AMOUNT OF POWER TO THE SMALL STATES IN DETERMINING AN ELEC-

TION. Nevada, with 3 electoral votes, has one electoral vote for every 37,000 population. New York, on the other hand, has one vote for every 287,000 people. Wyoming has an electoral vote for every 84,000 while Pennsylvania has a similar electoral vote for every 283,000 people. Thus an individual voter in Nevada has seven times as much power in selecting the President as an individual voter in New York. The affirmative plan would remedy this condition.

A DISCUSSION OF THE MEANING OF THE TERMS IN THE DEBATE QUESTION

"THE PRESIDENT" : By the term "the President" we mean the chief executive officer of the government of the United States. The qualifications for election, duties and tenure, and the oath of office are all provided for by the Constitution.

"THE UNITED STATES" : The federal government of the United States is referred to by this term. When the states formed the federal government, they kept certain powers to themselves and surrendered other powers to the federal government. The right to elect a President for all of the States of the United States has been granted by the various provisions of the Constitution.

"SHOULD" : The term "should" implies that the affirmative must advocate the abandonment of the Electoral College system of electing our Presidents and that in its place we should elect Presidents in the future by the direct vote of the people. The affirmative must show that the adoption of the system of direct elections of the President is either desirable or necessary or both at this time. It is *not* necessary for the affirmative to prove that their plan will actually be adopted. If they can prove that their proposed change should be made they will win their case.

"BE ELECTED BY THE DIRECT VOTE OF THE PEOPLE" : All of the words in this phrase must be included in making any definition of the terms of this debate question. "Be elected" refers to the way the President gets his office. Today our Presidents are elected by 531 electors representing the various States in direct proportion to the number of Senators and Congressmen from the individual State in Congress. Thus, the people

of the States do not elect the President. They merely vote for electors who finally cast the ballots that count in electing a President.

The term "direct vote" will be subject to some quibbling in this debate. It is possible that some teams may claim that if the Electoral College is abolished and each State is allowed the same number of electoral votes that it now has, but must cast these votes in direct proportion to the division of popular votes, this will be election by the "direct vote of the people." We do not believe that such an interpretation can be used in this debate.

The dictionary definition of direct is—"leading by the shortest way to a point or end; or straightforward, not swerving." With this definition of the word direct, we can see that any system that provides for the indirect election of the President by changing the popular vote of the people into electoral votes (really indirect votes) does not meet the terms of this debate question.

When the question calls for the "direct vote of the people" it is certain that it means that each individual citizen will be allowed to vote for his particular choice for President. This will mean that no matter where a person lives, his vote will have just as much power in determining who shall be the next President as the vote of any other citizen. The names of the candidates will be placed on a ballot, and all voters will be allowed to mark their choice. With such a plan, it is almost inconceivable that each election will not result in an election since it would be very improbable that a tie would develop when as many as 50 million votes were cast.

The qualifying term "of the people" leaves no room for doubt about the way in which the President is to be elected under the proposal of the affirmative. If any plan is proposed calling for proportional representation of the popular vote of the people of a State in the election of the President, it is not a direct vote. Such a proposal may be a reform in the system of electing the President that has merit, but it is not the plan that the affirmative is bound to defend in this debate.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

The dilemma is a method of strategy that may be used in debate by either the

(Please turn to page 79)

Elementary Student Councils at Work

TOO many people have accepted incomplete evidence and have reached the conclusion that a student council in the elementary school will not work. Student councils have been working successfully in the Tyler elementary schools for approximately three years. The organization was very simple in the beginning. However, when the children became accustomed to handling the responsibilities placed upon them, the plans and the work of the council were extended.

Each homeroom elects two representatives to the council, a boy and a girl. Officers of the council are a president, elected for a term of one year, and a vice-president and secretary, elected for four and a half months. In some schools, the president is elected by the entire student body. In other schools, the students in the fifth and sixth grade choose the president from the sixth grade. The vice-president and secretary are elected by the council at its first meeting. A classroom teacher serves as counselor.

The council meets each week, or in some schools every two weeks. After roll call and the reading of the minutes, the president calls for discussions of problems that need attention, or suggestions for improving conditions of the school. Each council member is given an opportunity to express his opinions or to offer suggestions. The council is encouraged to carry on each meeting with as little adult assistance as possible.

After each meeting the representatives return to their rooms to report the matters that were discussed and the decisions that were made by the council. Although the lower grade representatives actually take very little part in the meetings, they are impressed with the importance of the assembly and give very accurate accounts of the meetings to their homeroom groups. Their presence in the council is a challenge to the older children who are the leaders of the organization. The experiences the smaller children gain in being a part of the group, which actually plans for and makes possible a happier democratic life for all the children of the school, not only gives them a feeling of unity of spirit with the whole school, but also helps to prepare them for leadership in the stu-

WINNIE YOE
*Fifth Grade Teacher,
Elementary Schools
Tyler, Texas*

dent council.

While the council is not strictly a governing or policy-forming body, most of its recommendations as an advisory group are accepted and put into action.

When the boys and girls become accustomed to working together for the welfare of the entire school they are given more responsibilities in self-government. To increase the effectiveness of the council, a system of chiefs and committees has been put into action. Each chief is given the responsibility of supervising one of the areas of school life where problems arise, such as halls, cafeteria, library, rest rooms, playground, and traffic areas.

The chiefs are selected from the upper-grade representatives on the council, with the greater responsibility being placed on the sixth grade children. With the help and approval of the teachers, one boy or girl from each homeroom is named to each chief's committee.

All of the chiefs and their committees meet in a general session to exchange ideas, present committee plans, or to hear suggestions presented by the pupils, teachers, or principal. Then each committee meets with its chief to work out its problems, make plans, or write recommendations. The committee members do not attend the regular council meeting, but each chief is given an opportunity to report his plans and recommendations to the council for consideration. Decisions made by the council on controversial issues are referred to each room for its approval.

The chiefs and their committees take their responsibilities and plans seriously. When they become discouraged because they failed to secure the cooperation of all the children, faculty members point out the improvements they have brought about and commend them for their good work. Each committee member is urged to sell the plans of his committee to his homeroom group and to win their respect and cooperation by his courtesy, patience,

and good example of citizenship.

One concrete example of the work of the council is the junior patrol. The chief of the junior patrol and his committee, consisting of children of the sixth grade, supervise the patrolling of the streets and the school grounds, and with the help of the police, parents and teachers, they are doing their part to make the school a safer place for all concerned. Each sixth grade room is appointed to do patrol duty for two weeks at a time, and the job passes from one room to another as many times as is necessary through the school year.

Of this phase of the work of the student council, the Tyler police have stated, "We are extremely proud of the way the junior patrols are functioning, and we unhesitatingly recommend this organization as a safety measure for any school."

The value of the work of the Tyler elementary school councils as a whole can only be judged, however, by those who are directly affected by them—the students, teachers, and principals. All three groups speak of the councils in terms of praise. The pupils approve of them because, as one put it, "It helps us with our problems and makes us a self-governing school." The teachers say that through the council "our children are developing responsible self-direction."

One principal stated, "The world is seeking stronger spiritual and moral foundations, and the elementary school must recognize this fact. It is our opinion that the student council does help to meet this need, and that it encourages boys and girls to exercise their rights and privileges as citizens, and to accept, willingly, leadership in school affairs."

A Broadcast for Brotherhood

FOR several years Binghamton has been affiliated with the National Council of Christians and Jews, and the local Round Table has produced some outstanding activities. One of these is a series of radio programs, several of which were produced by students in the public schools of our city.

The following script is an account of actual lessons prepared to interest junior high school pupils in the ideals and responsibilities of Brotherhood. Through the experiences herewith set forth we hope to promote amity, understanding, and justice.

Announcer:

If you'll come with us, we'll show you how an English class took up the subject of Brotherhood in Binghamton. It all started one day when the class had in their reading lesson two little pieces beginning "I Am An American"—

Girl's Voice

I am an American. My father belongs to the Sons of the Revolution, my mother to the Colonial Dames.

One of my ancestors pitched tea overboard in Boston Harbor. Another hungered with Washington at Valley Forge.

ELIZABETH J. DRAKE
*Director of English,
Department of Education,
Binghamton, New York, and,*
LILLIAN CARMEN
*English Teacher,
East Junior High School,
Binghamton, New York*

My forefathers were America in the making.
Boy's Voice—

I am an American.

My father was an atom of dust,
My mother a straw in the wind,
To his Serene Majesty.

But then the dream came—the dream of America.

In the light of the liberty torch,
The atom of dust became a man,
And the straw in the wind became a woman—
For the first time.

"See," said my father, pointing to the flag that fluttered near,

"That flag of stars and stripes is yours!
It is the emblem of the promised land.
It means, my son, the hope of humanity".

Announcer:

These two poems with their evident different ideas about Americans, led to a discussion. At

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the end of the period, the chairman said,

Chairman—

In the course of this discussion, we have brought out three main points: First—Although the American people come from backgrounds of many different nationalities and races, we are all Americans. Second—since we are all good Americans, we should build a solid foundation of Brotherhood. Third—everyone talks about Brotherhood—but what are we doing about it? Miss Brown has given her permission for us to continue this discussion tomorrow so that we may find some evidence of what is being done in Binghamton to promote good feeling among all Americans.

Announcer—

And so that is what they did. The next day when the class met—

Chairman—

The meeting will come to order. Today we shall hear from several members of the class who will report on what they have found proving that our community is actually doing something practical to bring about a better understanding of brotherhood. John will speak about the Binghamton Round Table of Christians and Jews.

John—

The Binghamton Council has a monthly luncheon meeting at which local problems are discussed and solutions suggested. In the past year, the council has done many things to promote better feeling among all races and nationalities. For instance, this year, as for several years, they have arranged a weekly radio program, through the cooperation of WNBF. These quarter-hour broadcasts acquaint the community with the activities of the Council, calling attention to some efforts and achievements made in increasing tolerance and appreciation for people of different backgrounds and creeds.

Another service was the purchase of fifty posters which were distributed in the local schools. Each called attention by means of pictures to the many ways brotherhood ideals can be put into practice in the classroom and playground.

They also sponsor the participation of Binghamton schools in the national contest to design posters and slogans from which one is selected by the National office to use in their promotion work.

One of the most popular and widely discussed speakers of the past season was Ben Kuroki, the Japanese-American brought to Binghamton by the local Council. Mr. Kuroki spoke to several service clubs, church and school audiences, making friends everywhere for his people. Thus

the Council made a valuable contribution to Binghamton's understanding and tolerance of other races.

Chairman—

Mary has another evidence of action to bring to us.

Mary—

In February, one of our high schools gave an outstanding and commendable contribution to the cause of Brotherhood. With money that had been intended for delegates to a scholastic press conference in New York, they made a special issue of their school magazine. It was a school-wide project, and the results certainly justified the effort and the sacrifice of the trip. The contents were all original articles written by the students on such titles as Tolerance, Democracy, and Brotherhood. They brought out many phases and viewpoints of the problems of One World. Anyone who has read this special number will see that it is certainly Brotherhood in action: action of a whole school of 1500 students.

Chairman—

The next topic has been prepared by some of us who are proud of what our own school has done. Peter will review the background.

Peter—

At the beginning of this term, the Student Activity Committee, which is a Standing Committee of the Students' Association, discussed the slogan, "This is my best," which had been suggested to us by our Principal at our first assembly. The idea was taken up at two or three committee meetings, until it seemed to grow to include tolerance, respect, courtesy, and other "best" qualities. Finally, at one session, a kind of pledge was suggested and some definite statements set down, as a basis of not only school conduct, but in a larger application of world conduct. After the committee, with the approval of the Principal, had worked over this "code" to get it in good shape, it was presented to the Student Council, who adopted it. Then we took it to the English teachers, who graciously consented to help us. Over a three-week period, all English classes used those statements for class projects of all kinds. There was courtesy dramatization; panels on the contributions of the Negro, and other races; booklets on what we owe foreign-born Americans; poems on brotherhood; essays on American ideals; just about every manner of activity that could reinforce our plan. At the end of the time, our "Code of Behavior" was printed, and at a special home room meeting every student was given a copy to be signed and pasted in his notebook.

Chairman—

We have asked our student president to come

in to read the code. As he reads each statement, a member of our class will interpret it in his own words.

President—

“...Junior High School Code of Behavior.
A Basis for World Brotherhood—One World.

Girl's Voice—

I think this phrase means that we, like knights and crusaders of old, have a Code of Honor to guide us, something to live by. Our code is a basis for World Brotherhood, even though we are just one little school. It's a starting point—if all school children all over the world lived up to one like it, we could really make “One World.”

President—

The first statement: I will never knowingly, by word or deed, injure anyone's person, feelings, or property, in any way whatsoever.”

Boy's Voice—

I should treat others as I want them to treat me. I don't want people to say mean things to me, or be unjust to me, or destroy my property, so I won't do any of those things. I'll be kind and considerate of everyone and of the things that belong to them.

President—

Point two: “I will always respect the religious beliefs of others as I will respect my own.”

Girl's Voice—

I shall give my loyalty and service to the church to which I belong. But just because I go to a certain church doesn't mean that that's the only one. I will remember that other people's religions deserve their respect, and mine, too. Our American Bill of Rights guarantees freedom of religion. I, too, will recognize the free rights of all religions, whether they are Protestant, Catholic, Jewish, or Hindu.

President—

The third states: “I will show courtesy to other people at all times, particularly to my elders, who have earned my respect”.

Boy's Voice—

Courtesy is kindness. It shows good character and good bringing-up to be courteous to everybody. We should be especially careful to treat older folks with kindness and politeness and do for them the little things they appreciate so much. We should help everyone who needs help, not just people we like.

President—

Number four: “I will abide by the laws and regulations of my school and community.”

Girl's Voice—

I want to be a good citizen, of both my school and my community; therefore, one of my first duties is to obey the laws, which are made for the greatest good of the greatest number. Some

laws are written such as traffic regulations and some are just understood, like never taking more than your share of the sidewalk. In America, laws are based on the ideal that all people are created equal. If I am a good, law-abiding citizen, I will see to it that I don't think I'm better than other people, and never by word or action be disloyal to that basic American law.

President—

Fifth: “I will be honest with myself and others, and I will practice cleanliness of mind and body at all times.”

Boy's Voice—

If I want people to trust me, I have to be trustworthy and clean-minded. I must be honest with myself. I must decide where I stand, and stick by it. I can't be two-faced in my dealings with my friends, or with anyone else. I shouldn't say one thing and do another; for instance—it wouldn't be honest to say I believe in Brotherhood, and then do something mean to someone of another race, or laugh at someone else's religion. And it's part of my self-respect to be clean in mind and body.

President—

The sixth and last: “I will remember that as an individual doing right, I am more important than a whole group doing wrong.”

Girl's Voice—

Sometimes people say, I'm just one—it doesn't matter whether I do it or not...no one will miss me! That's the wrong viewpoint. In an election every single vote counts. In making a group decision, every individual idea is important. Suppose Florence Nightingale had said—“Why should I bother about nursing—I'm just one woman?” Think what we would be missing if Thomas Edison had said, “I'll give up trying to send words over a wire—no one will miss my effort,” George Washington Carver didn't say, “I'm just one poor Negro—no one cares whether I learn science or not, or work for my people?” Each one of these famous people was an individual doing what he believed right, even though large groups of people were opposed to him. Of course, we can't all be big, famous individuals like those I named, but in our own groups we can be just as determined to do right. When others are intolerant of religious views, we can be tolerant—perhaps persuade them to be. When our crowd ignores a girl because of her foreign background, we can be friendly to her. When they want to be mean to someone of another race, we can protest, and refuse to take part. Of course it takes courage for one person to stand against a crowd, but Patrick Henry did it, and Abraham Lincoln and Susan B. Anthony

(Please turn to page 68)

Mathematics Clubs for High Schools

ONCE again vacation is over and a new school year lies ahead. Another group of new teachers face new tasks, in many cases the terrifying tasks of sponsoring high school organizations in fields foreign or nearly foreign to them. The idea of assigning teachers to sponsor work they are not trained to sponsor makes a deplorable situation. It is, however, much less deplorable than would be the complete lack of extra-curricular work in such schools as have limited faculty because of limited enrollment. Perhaps those of us who have been through the mill can pass on a few suggestions to those who are new in the game and are looking for workable suggestions.

Take, for instance, an academic club, mathematics club. Such a club will probably not succeed unless the school has had a year or two of very excellent mathematics teaching to create an interest, instead of the common dread of the subject. If student interest is there at all, it will be an active interest. The group involved will probably not be large, and will probably be mostly, but not entirely, made up of boys.

This type of club, like any other type of club, should not be organized at all unless there is sufficient interest to demand it. Once organized, it is up to the sponsor to see that definite plans are made for a purposeful activity for every meeting. Meetings that resolve themselves into reading of the minutes, a few items of new and old business, with perhaps a party or picnic once or twice a year, are an excellent way to kill a club, particularly an academic club.

The question may arise, "Just what, specifically, can be done?" This article will attempt to answer just such a question in regard to a mathematics club.

Suppose the club meets twice a month. A schedule such as the following has, with slight variations to meet local conditions, worked well in several different school systems.

September. First meeting.

Object—What good is mathematics? Field trip to bridge, building under construction, railroad trellis or other available structure that will give evidence of

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triangular supports, need for calculation of strength of materials, expansion with temperature change, and other needs for applied mathematics. Some local architect who is known and respected by the young people might be induced to go along and give an informal talk on the subject. Perhaps each member could bring a lunch for a picnic supper around a camp fire, followed by an informal talk on what engineering is, what the engineer does, range of salary he might expect, openings in the field, educational requirements of the field, etc. This may be followed by camp-fire singing to finish the evening.

September. Second meeting.

Demonstration in rapid and short-cut calculation by means of slide rule and log tables. Local college students, or workers who use these tools in their business, can arrange spectacular displays with very little effort, and most towns have plenty of people willing to cooperate.

October. First meeting.

The meeting time may be used up in explaining the theory of the slide rule and in actual practice of *only one process* (to avoid confusion in the use). Announcement can be made at this meeting that a contest in slide-rule computation will be held in January. Prizes for the contest should be definitely worth working for, perhaps an inexpensive wrist watch. Such prizes should be paid for by money earned by the group.

October. Second meeting.

Explain a new process of slide-rule manipulation. Bring up need of earning money for the prizes for the contest and appoint committees to provide money-making ideas to report to the club at the next meeting. The remainder of the meeting may be spent in practice with the rule. Stress both speed and accuracy. Compare slide solution with arithmetic solution to get an idea of the de-

gree of accuracy one might expect.

November. First meeting.

Discuss money-making ideas presented, decide upon one, and set an appropriate date. Appoint necessary committees. Arrange so that every one will have a definite part in preparing for the affair and in its actual execution. Introduce new slide-rule methods. Keep before the group the definite desirability of winning the contest.

November. Second meeting.

This meeting may well be replaced by the money-making project.

December. First meeting.

Use colored slides or movies selected to show uses of mathematics. If the school is affiliated with any educational film concern, films may be selected from the catalogue. Local films that can be given a mathematical slant will add local color and might well be included as part of the show. Hold business meeting discussion on the slide-rule contest. Perhaps the contest could be planned as part of a general high school assembly. Stress need of sufficient practice so that stage fright before an audience will not interfere. Plan some sort of Christmas party for the next meeting.

December. Second meeting.

Christmas party. Perhaps some mothers would put on a dinner, followed by a Christmas tree exchange, or a Santa Claus or Christmas stocking affair. Place cards or menus may be decorated with numerical figures that are easily made by sketching the outline of the desired figure and then filling it sufficiently full of appropriate numbers so that the outline can be erased and the figure remain—Santa Claus, a Christmas stocking or an evergreen tree. If the local high school building has a distinctive profile, it might well serve as an outline.

January. First meeting.

This meeting may well be replaced by the slide-rule contest.

January. Second meeting.

The leader can arrange with some local civic club or woman's club to invite the group to attend their meeting and put on a slide-rule demonstration as part of the adult club meeting.

February. First meeting.

Mechanical drawing, fancy constructions in colored ink. Designs such as

could be used in a school or county fair display. Instruction may be given in the use of drafting tools, if the simpler items are available. A local draftsman can probably be found who would bring his tools to the meeting to explain their use, or he might escort the group through his shop to explain equipment, its use, and the object of what he was doing.

February. Second meeting.

Discuss blue-printing—what it is, what it is used for, how it is done. If someone is available who can explain the chemistry of it in language the club members can understand, his talk will be interesting. The remainder of the evening can be spent in making fancy compass and straight-edge drawings on transparent paper, from which blue prints can be made at the following meeting.

March. First meeting.

This meeting will be held in a laboratory where the comparatively simple equipment needed in blue printing has been previously assembled. Make blue prints of the drawings prepared at the last meeting. Discuss errors that show up in the actual work and try to find suggestions for overcoming them, so that more nearly perfect specimens may be made for the school or fair exhibit.

March. Second meeting.

Discuss the final results of the now dry blue prints. Discuss ways of making prints without finger marks and other defects that will very probably show up. Work on new construction designs for another try at better blue prints at the next meeting. Work also on colored geometrical designs, such as might be used in colored rose windows. Water color pencils are easily obtained, adaptable to this sort of work and interesting to work with. The use of ink liner pens with different colored inks is interesting and instructive practice.

April. First meeting.

Blue print session.

April. Second meeting.

Get a local surveyor to demonstrate and discuss the tools and the general mathematics of his trade. Discuss how simple tools can be made to accomplish measurement of directions by use of protractors and pointers. Explain relation

of Trigonometry to surveying. Find distances with tables.

May. First meeting.

Meeting can be held in the shop. Perhaps the school shop teacher will help with this meeting, where club members construct simplified surveying tools. Stress the idea of keeping work worthy of school or fair display.

May. Second meeting.

Field trip picnic visit to a power plant, railroad yard, dam, or other engineering project. If cars are available, take a trip to a project some distance from town. If such a trip is not practical, have a field trip, with contests in trigonometric measurements using the instruments made by club members. Plan a treasure hunt, with all directions to the treasure—which turns out to be part of the lunch-given in trigonometric reckoning. Plan this carefully.

Final meeting of the year.

Arrange for safe keeping of any left

over funds, or for payment of any debts. Appoint committees to be responsible for caring for the exhibit material if it is to be displayed in the fall at a fair. See that someone is given the responsibility of getting it to the fair at the proper time. Finish up all business of the past year. Such ideas as the following may be acted upon at the various meetings:

Construct polyhedrons, of bright foil for Christmas tree decoration, of firm cardboard with one face free for candy boxes, of thin metal as a project in welding if an instructor and necessary equipment for such a project is available.

Trip to *Engineers' Day* at a University or college if distance is not prohibitive. Elementary Ballistics, path of a projectile, etc.

Making scale maps of school campus for use in year book or in school manual

Mathematical fallacies and tricks.

Mathematical fallacies and tricks.

“We’re on the Air”

A CREATIVE UNIT IN SAFETY EDUCATION WITH A GIFTED CLASS

DEVELOPMENT of a unit in creative writing with a gifted class at Frankford High School was made possible by the administrative techniques that assembled the class at the beginning of the term in September, 1948. Because of the wide range in abilities, the department head gives a placement test each term to the 10A students; the individuals with the highest scores are then placed in an upper section. It was with such a group that the writer had the pleasure of working. By the middle of the term, since most of the minimum requirements had been accomplished, he decided to enrich the curriculum with a unit of dramatic writing for a “radio broadcast” in the student assembly.

Planning the Unit

The high school youth is a creature of strange contradictions. He will write like an angel one day and then dream the next. The instructor felt that if he said, “We are going to write a radio script,” he might be greeted with a look of boredom. There-

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fore, with Polonius, he attempted by indirection to seek direction out. This indirect approach he planned by preparing several leading questions:

“Have you ever acted in a play?”

“What is the difference between a play and an essay?”

“What is your favorite radio program?”

“Do you prefer radio or television?”

“How does a radio play differ from a movie or telecast?”

At the end of the period the writer made a short statement to the effect that at Central High School there was an exhibit on Safety Education, and “Safety in School” was announced as the composition topic for the week.

After the compositions had been written, the writer suggested that since many of the students had been doing good work they might like to attempt the writing

of a short synopsis of a dramatic sketch that would show safety first in action.

One period was given to developing the concept of dramatic writing and the following were emphasized: first, the leading character must have a strong character trait; second, he must be involved in a difficult situation; third, his character, problem, and the ensuing conflict must be described in dialog that will create the proper emotional effect for the audience.

Writing the Synopsis

Before the next composition period the teacher announced that the synopses would be read the following day. The period was a critical one: Would anybody have an idea for the script? Fortunately, there were three or four good papers, and the class voted Joe's script the best.

Briefly stated, Joe's plot was based on the old theme of revenge: Percy, the leader of a high school club, becomes so domineering that the group seeks revenge. Beverly is angry because Percy has not invited her to the senior "Prom," so she starts the plot. They will set up a booby trap to bring Percy to grief. He turns the tables on the group when he discovers the plot and pretends he is wounded. Beverly and Percy make up, and his mother, the club sponsor, reminds them to practice Safety First.

Developing the Script

The following procedure was used:

1. Joe was named chairman of the writers' committee of three.
2. "Stop! Look! and Miss 'em!" was the title selected.
3. Volunteers were chosen; no one was drafted.
4. The lines were rehearsed; all changes in the script were noted by the entire cast.
5. The announcer practiced his introduction: This is Station WFKD, the Safety First Station. Don't be half safe; be Frankford High Safe! L S M F T—Living safely means finer tomorrows!
6. The announcer gave a brief description of the club room.
7. Cues for the recorded music were prepared.
8. Class and teacher sat in on rehearsals and gave constructive criticism. Where would Percy get ketchup to smear his face? (The idea would

have to be planted early in the dialog.) Would Beverly be angry enough to plot against the boy she liked? Would the idea of the booby trap give anybody the wrong impression? Would Mrs. Throckbottom sound too "goody-goody"?

9. The advantages of the radio play were that the cast could read the lines; no scenery was needed; the only "prop" was a chair for Percy to stumble over.
10. The differences between a movie and a radio script were stressed: A movie would *show* Percy lying on the floor. In the radio script Beverly screamed and then said she *saw* him lying on the floor. The dialog must paint word pictures that create imagery through the auditory sense only.
11. The committee went to Mr. Crap, the Vice Principal, who arranged and introduced the program. The actual broadcast was clocked at twelve minutes.
12. Mr. Barrett, the counselor, arranged for a report in the *Highway*, the school paper, as publicity for the show.

Writing Good Dialogue

In writing dialogue for an assembly play, the most important things are rhythm and naturalness of idiom. The students will help to supply the words they use in daily life.

The condensed version which follows does not contain all the corrections in rhythm that were made for the acting version. The opening line "What's the matter with him?" was changed as it was considered too abrupt.

Where is Percy?

Oh, he's probably sulking somewhere!
Why here he comes now! (groans from all)

Gee!—he looks sore!

What's the matter with him?

In this way natural conversation may be built to develop the character of the leading actor *before* he enters.

Evaluation

Several students remarked to the writer that they had enjoyed the program. The students liked the play on the phrase L S M F T, but they did not care for the choral

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speaking at the end.

The writer felt that the students did very well, but it was apparent that more practice in microphone technic would be desirable.

The immediate aim was achieved when a group of students exhibited their proficiency in English. The ultimate goal of having the student body think of Safety First is very difficult to measure, but it is hoped that such school assembly programs will develop correct patterns of thought and action. The writer also trusts that the detailed account of the method of dramatization may be of some help to others interested.

The playlet follows.

STOP, LOOK, AND MISS 'EM
CHARACTERS

Percival Throckbottom, Jr.	Joe Troilo
Sherry	Carolyn Beck
Linda	Ingrid Olson
Bev	Beverly Booth
Eve	Carolyn Joyce
Bill	Clinton Thomas
Herb	Richard Gagnon
Ralph	Michael Eberhardt
Sandy	June DeJong
Bob	Dean Castor
Mrs. Throckbottom	Shirley McKay
Viv	Kathleen Williams

Announcer—Doris Gibson

ANNOUNCER
(Curtains closed)

"This is station WFKD, the safety first station. Don't be half safe, be Frankford High School safe. Are you a safe driver? Are you a careful pedestrian? Do you think that accidents happen only to other people? Be safe! Live your safety first rules! Watch, stop, and think! Save a life because it may be your own. Are you only half safe! Don't be half safe, be Frankford High School safe....(break)....(Music starts as curtains open.)

Today we have with us the Frankford High School Radio players, who will present their safety first play "Stop, Look, and Miss 'Em." This Playlet was written by Doris Gibson, Carolyn Beck, Shirley McKay, and Joseph Troilo. Joe appears with us through the courtesy of FOOL Studios, Inc. As the curtains go up a group of boys and girls are having a jam session in a clubroom.

ACT I

(The first scene opens with a group of boys and girls dancing)

Some: What's the matter with him?

Others: Of all the nerve! (Percy turns off record-player)

Herb: Thanks. I love to dance without music.

Percy: (disgusted) Hamburgers and ketchup all over! What a mess! No more music today!

Sandy: Why did you do that? Isn't it bad enough that we have only records?

Percy: It took a whole year to get enough money together to buy that rug, and here you are trying your hardest to ruin it. Besides, at least one record gets broken every jam session.

Viv: Why sure, we have to have some kind of recreation.

Bev: That reminds me, Percy dear. You are taking me to the Prom aren't you? (conflict begins)

Percy: Oh! I can never win. I'm leaving.

Ralph: Get him!

Eve: You might think he owned the place.

Sherry: Why don't we get revenge right now? (Rising action)

Bob: Everyone try to think of some way to trick him.

Sherry: I've got it. Gather round. First we have to secure a heavy cord or rope. We tie one here at this end of the room and the other end at the other end of the room. That would really humiliate him.

Eve: Say, that sounds good!

Bob: Sounds good to me!

Ralph: Say, will this be strong enough?

Bob: There now. We're all finished.

Sandy: We had better straighten up so he won't notice it.

Vivian: Gee, I didn't know it was that late.

Linda: Hurry back, so we won't miss the fun.

(THE END OF ACT I)

Announcer: This is WFKD, the safety first station. LS|MFT. LS|MFT, which, as you all know, means "Living Safely Means Finer Tomorrows. Live at the safety level. It picks you up when you are low. Enter Percy, who will soon be very low.

ACT II

Announcer: As the curtains open, Percival Throckmorton, Jr., is entering the club house where trays full of sandwiches and cake are on the various tables. He is part way across the room when he stops.

Percy: What is this? Why it's a rope strung across the room! Mm-n. I wonder if this is a trick of the crowd? I bet they wanted to trip me. I shall have to....I know! I'll smear my face with ketchup just as mother smears her face with mud before retiring at night. Then they'll think I'm hurt. That will cure them of playing tricks on their superiors.

Announcer: Percy is lifting the covering from

the Sandwiches; he is removing a bottle of ketchup. He smears his face, puts the bottle back and covers the sandwiches again. Percy lies down and the crowd of fellows and girls come trooping into the room.

Linda: I wonder if....Oh, Bob. Catch me! Catch me!

Bob: Catch who?

Bill: Gesundheit!

Ralph: Gosh! Look at Percy!

Sandy: He's all covered with blood.

Vivian: Well, I hope you're satisfied, Sherry. You and your trick has certainly caused a terrible accident.

Sandy: What shall we do?

Ralph: Call his mother, I guess. Will you tell her, Viv?

Bev: D-do y-you th-think they'll p-put us in j-jail?

Bill: Of course not!

Bev: What do you mean, "Of course not"? We all planned this trick, didn't we?

Eve: Yes; I guess you're right.

Bill: Reform school, not jail, Bev.

Sandy: It's almost the same.

Vivian: Mrs. Throckbottom isn't home. She was down in the dumps, and so she was going to buy a new hat.

Sherry: I've always wondered when she bought her hats.

Linda: Don't be funny, Sherry. This is serious.

Mrs. T.: Oh! My dear boy, what happened? Are you injured?

Linda: Oh, Mrs. Throckbottom, I'm so.....

Percy: Mother, I'm all right. Don't fret.

Vivian: Percy, you tricked us!

Percy: That is an understatement if I ever heard one! You played the trick on me.

Vivian: Yes, that's right. But only because we wanted to bring you off that high horse.

Linda: You shouldn't have scared us so, Percy.

Percy: Well, I think you've learned your lesson.

Sandy: You certainly had us fooled.

Bill: How do you feel, Mrs. Throckbottom?

Mrs. T.: All right now. How about saying that poem for me?

Everybody:

O who will walk a mile with me?
Along life's safety way?
A comrade sure, and full of glee
Who tries to walk, and play, and see,
And keeps his life in safest play.
Like a careful youth through traffic's way,
Through perils of the live-long day,
Where he walks or drives with me.
O who will walk a mile with me
Along life's safety way?

Mrs. T.: Thank you. You youngsters are right. Percival does act high and mighty. I hope he isn't snobbish any more or else his father will have a conference with him.

Percy: I shan't be as snobbish anymore. I've learned my lesson. Herb, put a record on. Bev, come here. Let's cut a rug now and also next Friday night at the prom, if the offer is still open.

Mrs. T.: Well, I'd better be going. Have a good time, children!

Announcer: This is Station WFKD, the safety first station, signing off and leaving you with this closing thought. LS|MFT LS|MFT—Living Safely Means Finer Tomorrows!

Values In School Press Creative-Writing Contests

(Continued from page 46)

ers, having "broken through" locally by establishing status on a high plane through their academic work and school periodicals, must look beyond, or become the common "garden variety" rather than creative thinkers. They have already taken the measure of their local competitors. New horizons and less-restricted patterns must now be evolved; and the contestant seizes the new opportunity that challenges both his creative ability and his versatility, as he strives to produce that which may be the means of his seeing his name in print on a national scale.

The contestant also meets his peers and his superiors far afield, by proxy, when entering creative-writing contests. Most of the other contests for writers are planned for and attract adults chiefly, many of whom are professionals. Only in most unusual cases have teen-agers risen even close to the top of the general contests for literary work.

The student creative writer, competing with others of his age-group, is often known in his school as a contestant. That fact alone brings new local recognition to him, since his associates usually are aware that only those writers who can meet the entrance qualifications may participate. Then, even if he fails to win a place in the competition, his local prestige has been enhanced and his self-respect increased. At least, frustration has been thus temporarily averted; and the competitor gains in poise and in the realization that he is preparing early to enter the mature world in which his talents and

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products will be keenly and mercilessly evaluated.

By and large, the great field of authorship eliminates from view the weak, the mediocre, the slip-shod products—or else the great reading public does so, sooner or later. But the writer who meets the acid tests and survives comes to feel that he is one of a large fraternity which is engaged in a common effort to become *articulate* in presenting carefully formed concepts.

To become effectively articulate, an excellent and varied vocabulary must be developed. Lack of an adequate stock of words that could be used with great facility is, unfortunately, a great handicap to many young writers. In certain localities, among persons of average intelligence, a limited and "frozen" vocabulary prevails. But, when many individuals of many communities "get together", through creative-writing contests, they exchange terms with one another, so to speak, thus expanding both the vocabulary and the horizon of each writer concerned. For contestants seldom fail to examine carefully the work of the winners, with the aim of discovering the why's and wherefore's of the work produced by the latter group. That means *reading*; and young writers who "just can not stop" writing are spurred on toward a wide program of reading which is bound to lead them early to the fertile enduring works of the literary masters. Then follows an intensive study of style, to the end that the persistent writer achieves his own modes of expression, though he is unwittingly influenced by other writers while the "new" composite style is taking on its individuality. Finally, as his own ego is led forth into the open, though modified by all the external influences, checks and balances, the struggling writer's search for ideas is accentuated. He tends to examine analytically that basic source of ideas: the human being. It is then that the creative writer really begins his career, because he becomes alert in discovering and exploring the whole realm of human relationships, human motives, foibles, hopes, dreams and fears.

The world turns aside to let any man pass who knows whither he is going.—David Starr Jordan.

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1 TEN-SQUARE-INCH CUTS \$1.30	1.50 \$1.43 \$1.69 \$3.70	
2 TWENTY-SQUARE-INCH CUTS \$2.30	2.50 \$2.53 \$2.90 \$5.10	
5 FIFTY-SQUARE-INCH CUTS \$4.75	5.06 \$5.30 \$5.66 \$8.83	
10 ONE HUNDRED-SQUARE-INCH CUTS \$7.45	7.79 \$8.20 \$8.98 \$13.52	

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CUTS AND MATS OF FOOTBALL PLAYERS

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SQUARE INCHES	NUMBER OF MATS FROM ONE CUT ON SAME ORDER			
1	4 8 11 19 27 40 50			
2	6 30 24 18 15 12 10 07 06			
4	12 32 26 20 16 13 11 08 06			
8	20 36 30 22 18 16 12 10 07			
16	45 46 36 28 23 20 16 11 10			
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ASSEMBLY PROGRAMS for November

As November draws near, there is a wealth of material to get together for assemblies. The problem is to present them in new and different ways so as to catch and hold the interest of the audience for which such programs are prepared.

Continuing with the plan to have various organizations and classes plan and present the assemblies, it would be advisable to check early with the assembly calendar and contact the groups which are to present the programs so that each will have ample time for preparation after the plan is drawn. Many times organizations which do not produce work for audience appreciation except the once or twice they are asked to plan an assembly for a given school year, find that they do not look forward to the task because they are out of practice and have little background upon which to draw. That is where the assembly committee member who contacts them can be of help, for it is the new and different ideas which make the programs interesting and anticipated by the high school students. The planning group knows what it likes, what it enjoys seeing and hearing. If it knows what idea it is to present and tries out numbers of ways of presenting the material, one of those ways will be "it".

There are many helps available for the days to be celebrated in November, which makes it one of the easiest months to work on. For example, the first program suggested here is one which publicizes the work of those "background people" who are responsible for the current football season. Old annuals and school papers on file in the publications department of the school and the files of the local paper will give much of the history of the Pep Club, Young American activities, and such. The football managers from years past and those who are now acting always have locker room stories which are humorous and enlightening so far as the work they do is concerned. Coaches of Young America Football always have some good bits of advice, prospective players to point out, and information concerning the work they do. Such material is not work to ferret out but fun, interesting and worthwhile, which students will find they enjoy doing since it reaps such fine results.

For Armistice Day there are untold quantities

IRENE GRAY

*Grand Junction High School
Grand Junction, Colorado*

of material to be used. Here the difficulty lies in presenting it in a new and different way. It is a challenge to the planning group.

Of course, for American Education Week there is much material to be had. The National Education Association, as well as the local association, always has much material available and it is advertised far in advance so that what is needed can be ordered early and no rush need result.

The last program of the month, the Thanksgiving program, is another challenge for all have been seeing Thanksgiving programs each year for all the years in school, and so variety is not easily accomplished. Do not use the same old file of material for this program; try pointing up local interest, personal interest in this program of Thanksgiving.

October 31 to November 4

Pep Club in charge

Give a history of Pep Club in your school

A style show of the uniforms they have worn along with an account of their activities and work.

A persuasive speech about the work the present group is doing and their need for student support.

Introduction of football managers

Managers tell of their duties and the difficulties they encounter—"football nerves" suffered by the members of the team, etc.

Bring before the student body football managers of the past, either in person or by proxy. This plan could well be followed if Pep Club history is given.

Young America

Suggested talks:

How do we get a winning football team?

Present Young American who looks like first team prospect.

Present first team men who have Young America background.

It is always good to have the band for programs such as this. It enables the leader to synchronize his efforts with the student body, and the student body sees the work that goes into

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even just a Pep Band appearance at one of their games. If there is "between halves" activity planned and presented by the band, it should be given advance publicity on this assembly program.

November 7-11

I. R. C. in charge (International Relations Club)

The Armistice Day Assembly usually turns out to be a Pep Assembly for the day's game or a patriotic ballyhoo program. There are so many such worthwhile sidelights that each year's Armistice Day Program should be new and one to be looked forward to.

A good round table discussion planned and presented to the students concerning the work of UNESCO will stimulate student interest in what the youth of the world must face. There are many "canned" plans for such programs but a group will find it much easier to work out its own ideas as to the general topic to be used and what its subdivisions are to be. Usually this discussion will be an outgrowth of some club meeting.

Material for the discussion can be found in libraries, the Social Science Department, and in the files of the International Relations Club. The following list of articles are most productive of ideas as will be others in later issues of the same publications and similar ones.

Education in UNESCO—J. Torres Bodet—Scholastic Ap. 6, 1949
Mission of UNESCO—J. Torres Bodet—U. N. Bulletin Ap. 15, 1949
UNESCO's Educational Missions—C. E. Beeby—Nat. Educ. Journal Ap. 1949
UNESCO Gathers Momentum—C. S. Ascher—Survey—July 2, 1949
What's Wrong with UNESCO—S. Spender—Nation—June 18, 1949
Highlights from the Annual Report—U. N. Bulletin—July 15, 1949

Here is one word of warning about a round table discussion for an audience such as this. Complete preparation is necessary and the leader of the discussion must anticipate the questions which he must ask and be sure to have them formulated so that he will get informative answers or opinions and not just "yes" or "no".

November 14-18

Speech Department in charge

American Education is taking the spotlight on our radios, in our papers, and on our speakers' platforms. The biggest problem for this assembly is not to have it sound like an echo of the programs already heard concerning the big job ahead in the further development of our American Educational Standard. During this week,

faculty groups and student groups have many activities which present to the townspeople the work which must be done. The actual preparation of one of the radio skits which one or the other of the groups is to "air" is interest provoking.

A detailed outline of that program here is needless, as the scripts are available, ready for production, through the office of the National Education Association. Its presentation to the student body may follow this general plan:

Introduction of Education Week

High School Principal

What is Education Week?

What are we doing about it?

What group is at work?

Nature of their program

Preparation of a radio script

Draw in one of the men from local radio station to show how he aids in the production

Script reading and discussion of how to read a script

A "read" script to sound natural

Why each student should know how to read for radio broadcasting for community service in later years

Summary talk.....Committee Chairman

The use of Education publicity

Arouse public interest and motivate action to

ELDRIDGE PRESENTS FOUR NEW MONEY RAISERS!

4-NEW 3 ACT ROYALTY PLAYS

● Sixteen Is Spring

By Vincent Lindsay-5M-6W

Royalty \$10.00 Price 75¢ per copy

● Anything For A Laugh

By Robert St. Clair-5M-7W

Royalty \$10.00 Price 75¢ per copy

● How Green Was My Boy Friend

By John Nash & J. C. McMullen-4M-7W

Royalty \$10.00 Price 75¢ per copy

● Judy And The Colonel

By James F. Stone-4M-7W

Royalty \$10.00 Price 75¢ per copy

Ask For Our New Catalog

Eldridge Entertainment House Inc.

Franklin, Ohio, Also Denver, Colo.

improve our schools.

Song, "School Days".....Group Singing

November 21-25

Y-Teens in charge

In most schools there is an organization known as Y-Teens. This group of young people is the beginning of the Y.W.C.A. and is doing a worthwhile job. If there is not a Y-Teen group in the school, there is usually a similar group going about its way quietly doing good and learning the function of living together, or sharing, and of helping those less fortunate. Many times, since their activities are in no way spectacular, little is known of them by the student body in general. This group is the logical group to take charge of the Thanksgiving Assembly, and they should be encouraged to give their organization a bit of publicity at this time. It will help them to get the attention of their audience and the program they plan will be more apt to hold that attention.

For this program it would be well to feature public organizations, works, and the school building plan, where there is such, telling of the group and individual help which students can give to each and what each does for the community, the school, and the individual.

Suggested program numbers:

A Prayer and a Benediction by a local pastor
Vocal Number (Sacred) by a high school
Student

Benefits to Our Town

Veterans Hospital.....Officer of Hos-
pital Staff

Hospital for Mental Defectives.....Officer
of Hospital Staff

Good-Will Industries.....Manager
Local Recreational Organization'.....Recre-
ational Manager

Our Part in these Enterprises.....High
School Student

A Broadcast For Brotherhood

(Continued from page 58)

and lots of soldiers, and I can do it, too.

President—

The pledge, which follows the statements, reads: "I hereby resolve as a school citizen of ...this school...to do my best to live up to the rules of this "Code".

Boy's Voice—

Signing this pledge was voluntary, but practically everyone in the school wanted to put his name down as believing in the Code of Behavior. Of course, in any crowd of 900 students, there would be a few who wouldn't sign but the

rest of us weren't proud of them. We really believe that something like this is a basis for World Brotherhood.

Chairman—

Thank you, Mr. President and members of this English class for finding so much in this school and this community that proves we are doing more than talking about Brotherhood. This discussion shows that even in a hurry we can find plenty of evidence of activity. Now what we should do is to be alert to discover more ways in which our little part of America is establishing the equality of man. Maybe, if we in this group make use of our importance as individuals, we can make Binghamton more tolerant, more free from prejudice, more thoughtful of all the kinds of people who say "I am an American," and more ready to accept the Brotherhood of all people everywhere.

Announcer—

And that is how one English class took up the subject of Brotherhood in Binghamton.

Station Announcer—

You have just heard an original script, *Brotherhood in Binghamton*, as directed by Miss Lilian Carmen, English teacher in East Junior High School.

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News Notes and Comments

AMERICAN EDUCATION WEEK

One of the most significant events of the school year is American Education Week, November 6-12. This special observance gains its importance from the fact that it calls attention to the role of education in a democracy. It exalts the profession of teaching and the work of the teacher. It offers an excellent opportunity to acquaint the public with the ideals, the aspirations, and the accomplishments of our great public school system. All these are worthy and desirable ends.

School administrators and teachers will do well to plan early for the observance of this important week. This will make possible a wide publicizing of its activities and a careful planning for the proper presentation of the work of the schools to the people. If possible, committees should be appointed and general plans made for the entire week at the first teachers' meeting of the year.

The National Education Association again offers, at a nominal cost, a wealth of helps for the observance. Among these materials are: an excellent manual, posters, invitations, plays, radio recordings, radio scripts, newspaper mats, special leaflets, and much other material specially prepared for presenting the schools to the public. Hundreds of thousands of Texas patrons should be brought into the schools on this special occasion. There can be no better opportunity for effective work in public relations.

—Editorial in *Texas Outlook*

“Complete Intramural Program”—by Ray Smalling—appears in the September number of *Scholastic Coach*.

STUDENT COUNCIL CONFERENCE SET

The Fourteenth Annual National Conference of the National Association of Student Councils will be held in the West High School, Denver, Colo., June 19-22, 1950. This conference will be open to official delegates of student council associations and to faculty student council sponsors. Approximately 600 delegates are expected to attend.

Information on any phase of student council activity, including the National Conference, may be obtained from Gerald M. Van Pool, director of student activities, National Association of Student Councils, 1201 Sixteenth Street, N. W., Washington 6, D. C.

TREE PLANTING

Students and faculty members of Bemidji State Teachers College planted more than 10,000 trees in the BSTC forest, 13 miles northeast of the campus, during the week of May 2 to May 6. The planting was done with the aid of a tree planting machine lent by the Northwestern Railroad.

Annual awards at the National Council of Teachers of English in Chicago designated ABC's “Theatre Guild on the Air” and the CBS “Documentary Unit” as the two best radio programs.

New 10 and 25-cent peacetime Savings Stamp albums for use in School Savings Programs now are available from State Savings Bonds offices.

A harmonica band holds top place among the activities of the elementary school at Kyle, Texas. Thirty-five members of this band recently appeared on Radio Station KCNY, at San Marcos.

“Suggestions for Promoting Halloween Parties,” by the National Halloween Committee of New York City, is published in the September number of *Recreation*, 315 Fourth Ave., New York 10, N. Y.

According to *Interscholastic Leaguer*, 24,000 students in Texas high schools received driver education last school year. This is 31 per cent of the eligible students.

“High School Patrols as an Aspect of Democracy”—by V. E. Esson—appears in the September number of *North Dakota Teacher*.

Mount Airy, North Carolina, schools give special recognition to student bus drivers with good safety records.

LEAFLET ON WOMEN'S ATHLETICS

The American Association for Health, Physical Education, and Recreation is working on better practices in women's athletics. Its national section devoted to this field has recently published a program of desirable practices.

A four-page leaflet outlining the recommended standards is available from the National Section on Women's Athletics, 1201 Sixteenth Street, N. W., Washington 6, D. C. Practices are

grouped under the headings of Standards, Leadership, Health, Publicity, and Types of Competition. The leaflets are available upon request.

According to W. Henry Galbreth in *Midland Schools*, the entire class of fifty years ago—LeRoy Anderson and Eva Aldrich Cruise—attended the 1949 commencement exercises at Wesley (Iowa) High School.

The University of Nebraska will sponsor a band day for Nebraska High School bands on Saturday, October 22, in conjunction with the Oklahoma-Nebraska football game.

THE COACH

The coach has the main responsibility for good sportsmanship in the school and community. He is the leader and sets the pattern for the understanding of the sport and all behaviors concerned with it. In order for good sportsmanship to be the guiding principle in athletics for the team, student body, community, and press, he must know what good sportsmanship is and teach it practically to all. **AS THE COACH GOES, SO GOES THE COMMUNITY.**

—*Journal of Health and Physical Education*

RURAL COMMUNITIES WILL LIKE THIS PLAY

"Back to the Farm," by Merline Shumway, has everything—strong appeal for education, fascinating plot and clever lines, abundance of both humor and pathos, attractive parts for all the cast, easy costumes and settings, no royalty charge, and copies at nominal cost. Cast calls for six boys and four girls. Price 25 cents per copy. Order from *School Activities*.

Allied Youth has increased the number of its high school Posts by two-thirds in the last two years. This is the highlight of the 1949 annual report of Allied Youth, just made public by Executive Secretary Roy Breg in Washington, D. C.

The summary of the Wisconsin Interscholastic Athletic Association's 1948 report indicates that 1,224 boys from 52 schools played six-man football in that state last year.

STATE CHAMPIONSHIPS in six-man football are determined in Louisiana, Montana, Nevada, North Carolina, Oregon, South Carolina, Utah and Wyoming.



Egbert Ray Nichols
University of Redlands

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How We Do It

THERE'S ONE BORN EVERY MINUTE!

Phineas T. Barnum would have turned over comfortably in his grave had he seen the Trinity Senior Y-Teen Penny Carnival in operation. Over a dozen barkers hawked their own shows, and pennies filled the tills.

The idea of this money-making scheme had been considered for several years. The administration pooh-poohed the thought as lacking enough student appeal to make it worth the effort. Psychologically, this spurred the group to a determined attempt to make it a success.

Meetings were called, and interest soared as idea after idea was discussed. Committees were appointed and posters sent to all parts of the community, radio and newspaper announcements spread the word, and 110 eager girls talked it up.

With a little encouragement, the Ag boys hammered on the booths (for a few smiles and an excuse from class) and the girls worked during gym classes, stretching blankets over the wires that divided the gymnasium into cubby holes. Then the stalls were decorated with materials canvassed from the area. Artists flourished everywhere making signs to lure the wary customer to their compartments, and the atmosphere was gay with the spirit of the festival.

Crowds flocked to the ticket sellers—women with children, bashful athletes, papas with billfolds, and even a few teachers! Ten, twenty-five and fifty cent cards were sold. After each purchase the ticket was punched.

Shoe-shine girls polished up the oxfords in the first booth for five cents per pair. For two coppers, a beautiful girl guessed weight (within five pounds) and if she erred, there was one less candy kiss in the coffer. Freaks (for a shiny nickel) included a swimming match (matchstick in an aquarium) and a two-headed baby (doll, of course). Hit a milk bottle (three for five) or smack a pickaninny in the jaw and take home a big red balloon.

Baby pictures of the faculty and members of the football team comprised the Rogues' Gallery, and a prize was offered to the one who could identify all his teachers from their baby pictures. Guessing the beans in a jar, tossing darts, dancing (least popular feature), selling molasses kisses helped round out the program.

Favorite attractions were **LIFT THE HAZE**

WITH MAZIE, who told all for five cents, the cake walk, fish pond, wishing well, homemade candy booth, hot dog stand, and Alan Ladd. Ladd got top billing in a short on aluminum making.

Efficiency spread into the clean-up job, too. All booths were torn down, library theatre rearranged, gym policed, chairs (225) shifted back into the study hall dance arena, candy wrappers swept up, pop bottles collected, stage refreshment bar reconverted—all in forty-five minutes.

What resulted from the Penny Carnival? The Y-Teens Club program had a needed transfusion, and morale zoomed. The treasurer was happy. Gross receipts: \$193.85. The administration ate crow and realized that everyone likes a change in entertainment. It's just like P.T. said, "There's one born every minute."—RUTH A. MYERS, Senior Y-Teen Advisor, Trinity High School, Washington, Pennsylvania.

OUR SWING SHOW

"We certainly need those new band instruments before we can go to contest"...."Let's raise some money ourselves"...."How about giving a show?"

In the fall of 1947 the band students of Tama High School were well aware that no money would be forthcoming at that time for them, due to the mounting expenses of teachers' salaries, maintenance, and general inflation. Even the Activity Fund had been strained to the groaning point. If they put on a show themselves and if they put it on early enough in the school year, it could fit into the activity schedule before the time-consuming basketball season and still attract the community. Their band leader, R. Ariel Cross, gave them encouragement and stressed immediate action, as the sooner they acquired the new instruments the longer would be the practice time before spring competitions. The English teachers said they would check the literary efforts of the script, the vocal music teacher offered to coach the singers, and the principal's wife would help with makeup. And so the plans went ahead.

"Let's make it a Swing Show".

A swing show was decided upon as having more popular appeal and also giving a greater number of students not necessarily in the band a chance to perform. It was from the begin-

ning almost solely a student project, and the band members assumed all responsibility. The senior girl selected to write the script proved also to be an able producer and director. (She later received a write-up in the Des Moines "Tribune" for her efforts). Another girl organized a committee on costumes, some of the fellows "elected" stage designing, and a personable lad who could croon in the approved Perry Como fashion became the "swing band leader". Rehearsals followed rehearsals for about two weeks; some were hectic, a few tempers were lost, and a few tears were shed, yet the general enthusiasm of the participants carried the show rapidly onward to program time. As other matters kept their band director away from most of the rehearsals, the students soon found they really were on their own and just had to make good!

"Ken Stanton and his band present the Top Hat Night Club and the 1947 Swing Show."

These were the opening words given by a dinner-jacketed master of ceremonies in the black and silver night club setting. The evening passed swiftly, with pretty girls in formals, comic waiters, singers, the "Sailorettes", a "new look" fashion show with boys as models, the "Park Avenue Hill-billy", a mind reader, and dances by the top-hatted precision chorus. With a heavy gate receipt (few townspeople buy tickets in advance), the show was a huge success and it was repeated on the following evening, a Saturday night. The auditorium was packed both nights, and it is most unusual to have a school affair well attended on Saturday night in Tama.

Profits exceeded all expectations and two French horns and an alto clarinet were purchased. However, this was not the only result of the Swing Show. Many students had a chance to expand their talents or display new ones, and to show their abilities for leadership and cooperation. The faculty and parents were glad to find the young people spending their out-of-school hours in a wholesome activity.

Incidentally, our band received a First Division rating at Pre-State and a Division 2 at State.... "Let's give another Swing Show in 1949!"—Henry T. Boss, Principal, High School, Tama, Iowa.

ASSEMBLY EVERY MONDAY

Advantages of meeting together as a school group, the opportunity for commemorating events considered of educational worth, the value of community singing, and other like needs have given them a place. However, often one hears,

such criticisms as, "Are they worth the effort?", "They take so much teacher time." "They disrupt class procedures," and so on.

Sutter Junior High School has worked out a system of assembly programs through four years of trial (and error) that has warranted their continuance. These are held regularly first thing every Monday morning. They are dignified presentations of patriotic and character-building quality. They are not considered an entertainment feature, though they have created an interest. They are appreciated by the students as a whole largely because, though they are teacher-planned, students as individuals or groups present them.

A current theme is usually chosen for each week, though occasionally one is carried over a period of weeks. Home rooms and classes feel free to sign up for sponsorship of the weeks that appeal to their special interests and abilities, such as Bird and Arbor Day and Conservation Week by science classes, Constitution Day by a social studies class, or a Red Cross program by the Junior Red Cross group; otherwise, a standing teacher committee plans the programs from week to week.

Delegated students handle the projectors and lights as needed throughout a semester; the "Call to Colors" by a trumpeter from the band, and a student to lead the "Pledge" are likewise regularly responsible. Singing of songs appropriate to the theme by the student body is also a regular and appreciated feature, with chorus classes and Glee Clubs trained to take the lead. Words projected on the screen make this possible, and slides are easily made. Occasionally, a poem is projected for unison reading. Five-minute guest speakers are frequently invited. Such a one was a one-hundred-one-year-old veteran of the Civil War who recited the Gettysburg Address as it could have been given by no one else so effectively.

Occasionally two thoughts are grouped for a single program. If National Boy Scout week falls during the same week as Washington's Birthday, the Scouts are given the honor of Flag ceremonies and a few minutes to present the purposes of their organization.

Recently their programs have been presented as a radio broadcast and have been well received. Student response has warranted carrying on in this manner, at least for the time.

Projecting program numbers on a side wall informs the students of their order and saves time of announcing. Entire programs average fifteen minutes in length, except for special

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occasions such as Christmas.

Opportunities for themes are endless. These weekly presentations give opportunity for observance and commemoration of worth-while days, deeds, and people that would otherwise be overlooked. This directed thinking-together and consideration of values is believed beneficial at all times and especially during the present period of so-called increased delinquency.—RUTH PETERSON, English Teacher and Counselor, Sutter Junior High School, Sacramento, Calif.

HORTICULTURE CLUB

Bloomfield, New Jersey, Junior High School Horticultural Club does several special projects each year. One completed last year was for Christmas. By October 12th, our school greenhouse held 118 six-inch poinsettia plants purchased from a neighboring florist. These tiny plants were repotted by the group and tended daily so that they would be ready for the school display on December 15th. From December 13th through the 22nd, the entrance to the auditorium in the spacious lobby was flanked by two tiers of poinsettias intermingled with potted asparagus ferns. This against a background of white lattice work harmonized with the marble paneling of the lobby.

On December 22nd, the day school closed for the holidays, members, in two taxicabs, distributed the poinsettias to the places which the club had decided they should go. Gifts of single plants were given to members of the Board of Education and the administrative staff of both the Junior High School and the central office. About 100 were divided between the two homes for the aged in Bloomfield. The students had a much better Christmas with the tearful gratitude of the "old ones" ringing in their ears.—NORMA MERRIT, Adviser, Junior High School, Bloomfield, N. J.

ROBBINSDALE AUDITORIUM CLUB

To have assembly programs that are planned by the students and that are for an educational purpose, is the aim of the Robbinsdale Auditorium Club. This club is made up of students interested in dramatics and assembly programs and is limited to 25 students. New members make application at the beginning of the school year, and from these applications about eight applicants are selected by the active members. This gives the individual student an opportunity to try his hand in producing some part of a program. Valuable experience is also gained by a student when he plays host in meeting or introduces a guest speaker in the auditorium. Occasionally the club has a try-out day when any

student may call attention to his talent for a future program.

The stage crew has proved invaluable in doing its work behind stage. This group takes charge of the properties, lights, and curtains.

For the past several years Robbinsdale High School has given variety programs to increase Red Cross benefits and to push the sale of War Bonds and stamps in the school. These programs tap both outside and inside school talent. One of these very popular variety programs included a novelty dance number, a girls' trio, an instrumental duet, a baton twirling exhibition, a comic skit, and several popular songs played by our swing band.

A school has many hidden possibilities that make interesting and worthwhile assemblies. Our National Thespian Troupe has presented four plays entitled, "The Four Freedoms". Now a cast of sixty members is working on a choral pageant called "If He Could Speak". The band recently presented a program of marches and light operatic music. Last year the Spanish classes celebrated Pan-American Day by introducing South America to us through Spanish songs, customs, and dress in an original play.

The Spanish classes plan to make their "Extravaganza" an annual event. Quiz contests, hobby shows, and community singing are also used occasionally.

Although many do not realize it, the first Auditorium Club in Robbinsdale was born in 1911 in the elementary school. Each morning the entire school would gather in the assembly hall. They had singing, poems, and guest speakers. Children from grades 1-8 all contributed to the program.

DRAMATIC PROGRAMS

The dramatic societies in school last year stressed patriotism. A group of four plays entitled "The Four Freedoms" was given. These plays are a vivid, dramatic presentation of what we are fighting for.

"Freedom of Religion"—Norway
"Freedom of Speech"—Denmark
"Freedom from Fear"—France
"Freedom from Want"—Holland

A pageant, "If He Could Speak" was presented to honor George Washington. Something

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new in the form of choral reading was attempted. Special lighting effects and costuming added to the effectiveness of this program. About sixty students participated.

In February, a patriotic program consisted of short speeches by students representing famous statesmen in our country's history. Appropriate costumes were worn. As a climax, a student representing President Roosevelt reiterated his speech which included the "Four Freedoms".—*Alyce Gross*, Adviser of Auditorium Club, Senior High School, Robbinsdale, Minnesota.

THE TIGERS ARE BACKED BY THE TIGER

Murray High School, Murray, Ky., publishes a school paper known as "The Tiger." It is published each six weeks of the school year. Eleven students, elected to the staff early in the year, work for the joy they receive in dabbling in journalism and without credit.

These students give their free time in school to this work and have headquarters in a corner of the library. They meet regularly the last period Monday and any other day they are not having classes.

Nearly all of these boys and girls represent the upper quartile of their respective classes and engage in numerous school activities. They participate in the band, glee club, football, basketball, dramatic club, FHA club, and aid in other school activities.

The paper is paid for by advertising sold early in the fall. This fund makes the paper free to each family represented in school. This ap-



peared to be the best way of giving the school news to each home, thereby better advertising the activities and the student program.

The paper is printed on book paper, is six columns by 18 inches in size and carries approximately 20 per cent advertising. It is a member of the Kentucky High School Press Association. It includes news about the school, feature stories, jokes, editorials, and pictures of outstanding school events and personalities.

There are standards by which the paper staff is selected. To be editor or business manager,

a student must be a junior or senior, must be making grades of "B" or better, must be in harmony with the policy of the school, must have had one year's experience on the paper staff, be willing to put this work first in extra school activities, must be selected by the retiring paper staff, with the recommendation of the school's superintendent, principal, and the paper's sponsor. Any student may elect to work on the staff as a reporter.—*Mrs. George Hart*, Librarian, Murray High School, Murray, Kentucky.

STYLE SHOW GIVES PRACTICAL EXPERIENCE

One of the main objectives of our student programs is to give the students—everyone, if possible—the experience of appearing and performing before a group as training for like experiences in the future, either in school or out of school. We center the programs around some phase of the class work to acquaint the students with work done in other courses; often much of the work on the program can be worked right with the class work.

One of the most outstanding programs of this nature was presented by the sewing classes of the home economics department. This is an annual event, the main feature of the program being a style show in which each girl models at least one or more garments that she has made during the course.

In our school the girls take sewing in the eighth and ninth grades and may choose to elect it in senior high if they so desire. Since the work is divided into classes, the program accompanying the style review was presented by classes; everyone participated in the style show.

In the eighth grade one of the important units is the study of the types of material; the manufacture of it, the recognition of it, and the uses of each kind. This was presented by a representative group of girls in the nature of a skit. It proved informative as well as entertaining.

In the ninth grade, besides sewing much stress is put on good grooming, proper attire for various occasions, and etiquette. All of this material was presented interestingly and in a most entertaining fashion through a skit.

Briefly, the skit showed two young girls as apartment mates very much concerned about the entertaining of a group of high school friends at dinner in their apartment that evening. They were anxious to put into practice what they had learned in their home economics classes. The problems of their apartment, their clothes, and the serving of the dinner loomed up before them. They worked on good grooming habits and proper attire for the occasion, and

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discussed what to wear that evening; their constant chatter while cleaning the apartment was all planned to bring out more good points.

The skit was written by a student, who did a very fine job in making it interesting, entertaining, and yet pointed. It was such a lively presentation of the worthwhileness and practical aspects of the course that anyone seeing it would be "sold".

Following this, the style show was conducted. It was arranged in the usual way, the clothes being grouped according to type. Again this was presented in the nature of a skit. A mother and daughter were attending the style show prior to buying clothes for the daughter's fall and winter wardrobe. Seemingly, again, the girls did a great deal of the planning and executing of the plans. This feature was also designed to show the audience what is being done by the girls in their classes.

All in all the program was well-organized and well-presented; it accomplished the end for which it was intended, I believe. Of course, this department is one most adapted to such a project and therefore, it lends itself nicely to such a student production.—*Lois Koopman, English Teacher, Junior High School, Holland, Mich.*

TALENT SHOW

Of the many educational and entertaining assemblies presented at our school, the most impressive and thoroughly enjoyed one was our talent show.

An announcement was made in the assembly, stating that there would be a talent show in the very near future and that those who were interested should try out. The students received the announcement enthusiastically, and many of them quickly signed up.

A great number of them who had real potentialities had not had the opportunity to prove their ability. This show would not only provide entertainment for the student body, but it would give the students participating their long awaited chance.

The organizing and production of the show was put into the hands of our Commissioner of School Affairs. She immediately held tryouts. At first the response was excellent, but gradually the enthusiasm began to die. At tryouts, many of the boys and girls became nervous and declined to take part in the performance.

Frequently notices appeared in the morning bulletin, urging students with talent to take part. When there finally were enough contestants and all preliminaries had been taken care of, rehearsals began.

The students taking part in the show put many hours of their own time into its production. The dramatics class worked diligently on a skit. Clever numbers were arranged by the orchestra. The art class made appropriate scenery and props. The combined efforts of the entire school were responsible for the production of the show.

When the day arrived, the whole student body and faculty were anxiously awaiting the production. No minor detail had been overlooked. It was an anxious moment before the curtain went up.

The show began. It was given a fine start by an orchestral presentation. After this, followed a series of vocal and musical solos by boys and girls. Along with its musical contributions, the show featured magic and tumbling acts. The dialogue in the skit was remarkably good, for amateurs.

When we saw how enjoyable the show proved to be to our school, we thought it might prove entertaining to another student body.

We then made arrangements with a neighboring high school to send our production to them. Before the show was presented out-of-town, we held some more rehearsals to make certain our show would be a credit to us.

The show was received with enthusiasm at the neighboring school and they in turn sent one of their productions to us. Then the practice of exchange assemblies in our school followed. The show proved to be the most impressive for it not only showed the great showmanship and ability of boys and girls of high school age, but it also proved their willingness to contribute their time to produce a show of high caliber.

Their efforts were well rewarded by the impression they left in the memories of those who saw them.—*Audrey Traina, Student, Campbell Union High School, Campbell, Calif.*

JUNIOR HIGH SCHOOL VOTING UNIT

The ballot box is the keystone of our democracy. Every election day should, therefore, be considered a red letter day in the lives of all of us, for they offer us a chance to have our "say."

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in government. Voting is a fundamental duty and responsibility for all good citizens.

With this thought in mind, the social studies department of Northhampton Junior High School completed a unit of voting, beginning with instruction emphasizing the meaning of citizenship and ending by actual voting for school officers on voting machines, loaned to us by the county for this purpose.

Every student in the seventh, eighth, and ninth grades was given individual instructions on the use of the voting machines by the teachers of the social studies department prior to the election.

Two weeks before an election of officers for the school, in the homerooms of the seventh, eighth, and ninth grades, nominations are held for candidates for the offices of mayor, assistant mayor, clerk, assistant community clerk, and treasurer. All candidates must meet scholastic and school requirements for each office.

All successful candidates in the primary election are presented to the student body in the regular weekly assembly period. The week following the presentation, the various candidates with their campaign officers present themselves with final speeches to the homerooms in the school.

At the close of the final week, all those students who had been qualified as registered voters went to the polls in the general election and voted for their favorite candidate.

Each grade was divided into a ward, with a voting machine for each ward. Election board members were students from their respective wards.

The election unit was completed by the swearing in and installation of successful candidates before the student body.

Semi-annual community elections have been a part of the Junior High School for the past twenty years. However, this was the first election that it was possible to use voting machines.
—Alfred Laubach, 9th Grade Social Studies, Junior-Senior High School, Northhampton, Pa.

DECORATING EFFECTIVELY AT LOW COST

To have a successful school social activity and at the same time to keep expenses at a minimum is always a problem. The Junior Class of Broadwater County High School, Townsend, Montana decided upon a colonial theme for their Junior Prom. The problem of decorating the gym involved the use of columns. After several attempts to make suitable columns, members of the class thought of using galvanized culverts of a type sold by a local dealer. The

dealer allowed them to use the culverts free of charge. The culverts were set up with proper spacing and the tops wired together and to the ceiling supports to make a strong unit. Each was then covered with white crepe paper, and wire strung with artificial red roses was twined around the column. The prom was a success, and all who attended commented on the effectiveness of the decorations. The columns were left standing for the commencement exercises and provided a classic setting for that event.

For the Charity Ball, the theme was hearts



and flowers. Although this was not a school-sponsored affair, the school gym was used. The decorations were obtained by borrowing used decorations of a Helena, Montana, department store which had been put up for Valentine season. The use of crepe paper supplemented the borrowed material to make a beautifully decorated hall. The same type of material would have been prohibitive in cost if financed locally.

The Junior class of Choteau, Montana, with Mr. Melvin Ham, industrial arts instructor, as sponsor, combined the Junior Prom and the annual Junior-Senior banquet. The decorations were on the stork club theme, with the banquet

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held from six to nine and followed by the prom. Lower class members were waiters. Waiters' jackets (mostly borrowed from local bartenders) and dark trousers equipped the waiters. Eighth grade and freshmen girls were dressed as cigarette girls and went among the guests with trays of punch and candy. Card tables, which could be quickly removed, were used to add to the nightclub atmosphere. Combining a banquet and prom saves much of the separate preparation required for each event and results in less loss of school time.—E. V. Reyner, Mathematics Teacher, Broadwater Co. High School, Townsend, Montana.

JUNIOR RED CROSS PROJECT

Junior and senior high school art students at Beloit, Wisconsin, have just completed a project that they really enjoyed. The finished project consists of thirty-four lightweight colorful toys for bedridden children in state hospitals, a gift from the Beloit High Junior Red Cross.

The art students designed their own toys (no two are alike) using scrap material, such as wood, spools, cloth, wooden beads, rocking darners, feed sacks, and buttons.

Striking examples of originality in the collection are a colorful green and orange turtle whose head and tail move; a rocking clown with one smiling face and one sad one; a pert little rabbit sitting on a stick smelling a plastic flower; a huge stuffed dog light as a feather; folders with paper dolls, and a ply-wood doll to dress; as well as a little muslin doll, sewed, stuffed and dressed in a dainty white blouse and a trim woolen skirt.

These toys will be placed for a while in display cabinets at the high school, then in a store window in downtown Beloit, and finally in the children's room at the public library in the city to serve as examples of Junior Red Cross work done in Beloit. This Junior Council also feels that this collection will invite cooperation in more Junior Red Cross projects this school year. For other groups which haven't started making counterpane toys, the Beloit students advise, "Look up some scrap material; design and make a toy for some crippled child for Christmas this year. You will have loads of fun doing it!"—Shirley Kidd, Jr. Red Cross Council Member, Senior High School, Beloit, Wisconsin.

PARENTS GO TO SCHOOL

"Backward, turn backward, oh, time in your flight. Make me a child again just for tonight." This wish was fulfilled for the mothers and fathers who participated in Parents' Night at Central High School, Helena, Arkansas. The occasion was made possible by the Student Coun-

cil with the aid of the P.T.A. and the American Legion as a feature of American Education Week.

This miniature school day began at 7:30 P.M., and parents were registered by student council members according to the home room in which their child was enrolled. Student monitors guided parents to the right home room.

Parents were greeted at check-up period by the home group teacher of their son or daughter. In an assembly following check-up, the day's schedule was explained by the principal, Miss Bobsie Ferguson. She also told of the activities of school clubs and organizations.

After this assembly parents followed the daily schedule of their child. The classes were about ten minutes long, which provided an opportunity for teachers and parents to get acquainted.

In place of the lunch hour, a play entitled "A Bunch of Keys" was presented by the Dramatics Club as a typical high school assembly. Motion pictures taken by the school Camera Club, of school activities, were shown.

At the end of the school day parents stood in line, as students do, at the cafeteria for refreshments served by the Home-Ec Club.

Many parents who attended "Parents' Night" said that it was fun and that they were glad to see old friends and meet teachers and other parents. It was even requested that this event be repeated annually.

Through "Parents' Night" the Central High Student Council feels that it has accomplished much in encouraging co-operation between the school and the community.—Mary Sue McDonald, President of Student Council, Central High School, Helena, Arkansas

CARRICK HIGH SCHOOL MAJORETTES

Carrick High School, Pittsburgh, Pennsylvania, is very proud of its Majorette Group. They are twelve in number—four in brilliant gold uniforms and eight in white uniforms. They take an active part in, and lend color to, the football games, as well as to the community parades and activities. Summer of last year the eight majorettes in white made their own uniforms and spent many long tedious hours sewing on yards of blue braid. In early November there was a Majorette Dance at Phillips Park

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Shelter House, the proceeds from which went to the cost of the gold uniforms and the material for the white ones. The Majorette Club, 55 in number, meet and practice baton twirling and stunts every Monday morning.—*Betty Flanders, Sponsor, Carrick Majorettes, Carrick High School, Pittsburgh, Pa.*

STUDENT ASSEMBLY CHAIRMAN OR MC

Since radio announcers are men and women chosen primarily because of their cultural and expressive speech, since the military have asked the public schools to teach speech, and since speech training is related intimately and continuously to the everyday needs of the student, it is up to the teaching fraternity to see that instruction in speech is so organized as to promote the interests of superior students, as well as of those of the average and the handicapped. A specialized project such as assembly program work should be used as motivating devices, not as an end in itself.

At North High School every assembly program has a student chairman. He likes to be known as the MC, Master of Ceremonies. He is taken from the student body at large. Under no circumstances is he to be the one important person around school. That person may have his chance at it, but he can't gain a monopoly on it just because he likes to do it or because he does it surprisingly well. Nor is he taken from the speech classes exclusively. He may be taken from the department putting on that day's program. For instance, the day the apparatus class swings into its half-giant, reverse kip, and fly-aways, it is much more enjoyable for the audience to hear a boy from that class interpret the intricacies of the act while the act is in progress than to have a pretty girl stand before the microphone announcing just the names of the actors—although it may have taken extra rehearsals to get the boy to pronounce apparatus correctly. When the school orchestra performs, an applied music student, with his background can act as the MC to carry over to the unsuspecting audience some real music appreciation through simple and direct story telling.

When a paid speaker needs introducing, the silver-tongued oratorical winner, or debator with a real interest in international affairs may come into his own to do the honors.

The day set for an all-student talent show brings in the next step. After the chairman is chosen, we let him do all the errands of assembling the numbers on the program. He can do a much better piece of work in ferreting out new student talent than any teacher can. If a student from the creative writing class can be the MC

here, we give him free reign in writing the script. His originality will be refreshing and his censorship surprisingly rigid when he knows he himself is responsible. He wouldn't think of letting a joke go through that his own father might tell at a Men's Luncheon club. In fact he has more courage than his father to say to his fellow workers, "Not on my program!"

After the program is set, the MC comes in for his real training. He of course tries out the public address system with suggestions from the student sound crew as to how far to stand from the microphone. Next he delivers his script before a class, who criticize him in detail—from the way he wears his clothes to the amount of audience appeal he displays.

By the time he is ready for the program, he feels he is a walking advertisement of "How to Become an MC in Six Easy Lessons". While the teacher has been relegated to the background, the loyalty manifested from every student chairman the rest of his life is compensation a plenty.—*Della R. Lindsten, North High School, Minneapolis, Minn.*

PAPER MOSAICS

The students of the advanced design class of Albuquerque High School agreed to allow the instructor to try an experiment on them, and a project in paper mosaics was started. The results were most successful, and we believe that we have discovered a new design technique. It was new to us and there was so much enjoyment in making paper mosaics that we elected to pass the story on to others who may be interested in experimenting with this dynamic design experience.

The idea of mosaics, of course, is not new. But, the paper mosaic technique may be. It is an easy and inexpensive process possible for junior and senior high schools.

At first, we were doubtful about the outcome and hoped that the mosaics would not look like "jig-saw" puzzles. We were soon convinced that our doubts were not well grounded because our paper tiles did not have to fit together; they could overlap or permit wider separations. The end-products were a pleasant surprise.

In preparing for the "experiment" the teach-



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er reviewed the history of mosaic art and guided class discussions on the artistic and practical values of real mosaics. We studied reproductions of mosaics and noted that some were made in flat colors while others introduced shading into the design. The students were assigned to collect a number of old magazines, the kind which contain color in the advertisements. These made the colored paper bits used to simulate glass or tile of real mosaics.

Following the primary preparations, the students began to create their own compositions sketched out in pencil outline. Some of the designs were realistic and some in fantasy. As illustrated, several of the compositions were of western landscapes and one, the result of an impression made by a student's horse. The approved sketches were then transferred to an oaktag background and left in outline.



When the final designs were selected, the students studied them for color scheme and made thumb-nail sketches to develop the color harmony. When the colors were planned, the students proceeded to hunt through the old magazines for the desired hues and when a suitable color was discovered, tore it out in small pieces. The little color pieces were then applied to the outline design in sections freshly brushed with rubber cement. There was a great deal of thinking and planning attached to this technique of painting with paper.

The completed designs were satisfying and attractive. They drew comment from others who viewed the finished paper mosaics, and the students were definitely pleased with the results of their experiment. The project took only two weeks to plan, develop, and complete. The process demanded patience and imagination, two

qualities frequently expected of professional designers.

The paper mosaic technique of painting with paper is similar to the paper applique method of creating abstractions. Both have the advantage of being inexpensive, and they teach a new use for waste materials. Stained glass window patterns may also be made in the paper mosaic technique described above.—*Frank E. Graham, Albuquerque High School, Albuquerque, New Mexico.*

The High School Debate Topic

(Continued from page 54)

affirmative or negative teams. This strategy consists of asking your opponent a question that has two very obvious answers. This question should be so worded that no matter which of the two answers your opponent may select, his answer will eventually weaken his case in the contest. When properly used, the dilemma is one of the most effective methods of debate strategy known.

SAMPLE AFFIRMATIVE DILEMMAS

Question : Do the members of the negative team believe that there is any better system of electing the President of the United States than the present one in which the actual electing is done by the Electoral College?

IF THEY ANSWER YES! We have directed a question to the members of the negative team and they have answered it in a very peculiar manner. When asked if they thought that there was a better method of electing the President of the United States than the present Electoral College, they have answered yes. When they did this, they admitted one of the important parts of the affirmative case. They have stated that the present system of electing the President can be remedied or improved, and so they have admitted our argument that there is a need for a change.

When they admit the need for a change,

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the negative debaters are also placed in the position of assuming a burden of proof in this debate contest. They are forced to prove that the change that they will propose and defend is a better solution to the problem of electing a President than the affirmative plan of a direct election by the people of the country. When they take on this burden of proof, they are throwing away their privilege of presenting a pure negative case in which they merely attack the affirmative plan. They must now propose a new system of election and then prove that it will be superior to the plan of the affirmative.

IF THEY ANSWER We are surprised No! at the stand of the negative debaters in this contest when they say that they do not feel that we can improve upon the present Electoral College system of electing a President of the United States. They say that they want to retain a system that was established 160 years ago at a time when we had a large percentage of our population illiterate and it was thought unwise to allow the average man to vote directly for the chief executive of the country.

The negative wish to retain a system under which it is possible for a man to receive a majority of the popular votes of the nation and still to be denied the office because of an outmoded method of recording the votes. They wish to retain a system that makes it almost impossible for a man from the smaller states to become President. They want to retain a plan that really makes it impossible for any new political parties to develop. In view of these weaknesses that we have pointed out in the present Electoral College system, we feel that every person must agree that there is a better system of electing the President of the United States than the existing one.

Harold E. Gibson will present the negative case next month.

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A small boy reported to his father that he was second highest in his class, the first place being held by a girl.

"But surely, John," said his father, "you're not going to let yourself be beaten by a mere girl, are you?"

"Well, you see, father," replied John, "girls are not nearly so mere as they used to be."

—*The Boardman*.

REMOTE CONTROL

Mother (to school teacher): "My Harold is a very sensitive child. If you need to punish him, just slap the boy in the next seat—this will frighten Harold."—*Balance Sheet*

MEANINGLESS

A man who was called "colonel" by pretty nearly everybody in the community, although he had never served in the army, was being heckled by a lawyer who wanted to know how the colonel came by his title.

"Well, you see," explained the colonel in a soft voice, "That title in front of my name is like the 'Honorable' in front of yours; it doesn't mean a thing."—*Wisconsin Journal of Education*.

Rejected Suitor: "Well, in any case, I'll always be a brother to you."

Daisy: "If I had any use for a brother, I could reach under the sofa and pull one out right now."—*Journal of Education*.

A policeman watched a woman trying to maneuver her automobile out of a parking space. She banged the car ahead, then the car behind, and finally, when pulling into the street, crashed into a passing auto. This was too much for the officer. He walked over to her and said, "Lady, let me see your driver's license."

She gave him a friendly smile and replied, "Don't be silly. Who would give me a license?"

—*The Collegio*

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